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ABSTRACT

The document contains eight activity sets suitable for grades 6 and 7. Topics focus on governmental, social, and educational systems in foreign countries. Each activity set contains background reading materials, resources, concepts, general objectives, and instructional objectives. Grade 6 sets are "Soviet Youth Organizations," "How Democracy in Ancient Greece is Reflected in Our Lives Today," "Italy: The Election of a Leader," and "Soviet Education." Activities include simulating youth groups, comparing Soviet youth groups with the Boy Scout Program, examining the elements of democracy, simulating an election in Italy, and playing a board game, "Getting to the Top in Soviet Education." Grade 7 sets include "China - The Education System," "India: The Caste System," "The Middle East Tribal Problems," and "African Stereotypes." Students examine how a country's political philosophy strongly influences the educational system, simulate the caste system in India, role play the concept of loyalty to levels of government in the Middle East, and examine the concept of racial stereotypes. (KC)

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Project ACE Activity Sets. Book II:

Grades 6 and 7.

1979

SP 012 516

Developed by Project ACE Lead Teachers
From The
Wake County School System

BOOK II: PROJECT ACE ACTIVITY SETS

GRADES 6 and 7

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CONTENTS:

Bowers, Sory and Timberlake, Barbara, Soviet Youth Organizations (Grade 6).
By comparing the goals and purposes of youth organizations in the Soviet Union and that United States, students learn the "Good citizenship" is defined differently in each of these countries.

Carter, Cynthia, China-The Education System (Grade 7).
In the process of comparing the educational system of Communist China with that of the United States, students learn that a nation's culture and its political philosophy strongly influence the learning experiences which young people receive in the schools.

Farthing, Bonnie, India: The Caste System (Grade 7).
As a result of discussing moral dilemmas, viewing a filmstrip and participating in a simulation game--students begin to appreciate the reasons why the caste system is beginning to die out in cities while it still remains entrenched in the villages.

Farthing, Bonnie, The Middle East Tribal Problems (Grade 7),
Through role playing and other activities requiring the inductive reasoning processes, students learn about the concept of loyalty and how it applies to various levels of government in the middle east and in other parts of the world.

James, Lillian, How Democracy in Ancient Greece is Reflected in Our Lives Today (Grade 6).
By viewing filmstrips and analyzing selected readings, students develop a greater awareness of the meaning of democracy and an understanding of the evolutionary process this form of government has undertaken since the days of Ancient Greece.

Logan, Rebecca and Salem, Donna, Italy: The Election of a National Leader (Grade 6).
A group of original activities which are designed to simulate the election of a major national leader in Italy.

Maguire, Penelope, African Stereotypes (Grade 7).
The purpose of this activity set is to make students aware of their preconceived ideas about Africa, to determine the sources of these ideas, and to assess the reliability of these sources.

Minnis, Teri, Soviet Education (Grade 6).
Students learn about the similarities and differences between the American and Soviet educational systems by participating in a board game called "Getting to the Top in Soviet Education."

SOVIET YOUTH ORGANIZATIONS

Grade 6

Sory Bowers and
Barbara Timberlake
Crosby Sixth Grade Center
Wake County Schools
Raleigh, N. C.

A PRODUCT OF:

Project ACE
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Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

These activities are designed to be used after the child has gained some preliminary knowledge about Russia.

The background information provided for the teacher will be very valuable if read before attempting to teach the activities.

Some of the information is to be told by the teacher to the students, and some is to be given to them to read and analyze.

A pretest and a post-test are included. Be sure to keep the pretest throughout the activity and staple to post-test so that it can be given to the director.

These activities will probably be most successful with average to superior students, because of the nature of the role playing involved.

It is recommended that the teacher be familiar with the set in its entirety before attempting to teach it, and that she/he explain explicitly that this is a role playing activity designed to help students realize and understand the privilege of choices allowed citizens by a democratic government.

BACKGROUND INFORMATION TO THE TEACHER
By Sory Bowers

The bolshevik Revolution of 1917 caused a sudden break with the past and created a totally new power structure in Russia. Some method had to be found to educate and encourage the population to accept such sudden change.

Lenin and his followers hoped to train citizens to value the new Soviet Union of Socialist Republics above all other institutions, even above the family. They hoped to change the attitudes of everyone, but especially of the young, so that each citizen would be willing to put personal hopes aside and loyally dedicate his efforts to building a strong country.

The Komsomol was founded in October 1918 to replace the family's influence over the young. It was to serve as a training ground for young leaders. Members of the Komsomol were to control the masses of Russian citizens.

As Stalin established control over the Communist Party following the Civil War, he did not want more young leaders--just obedience. Members of the Komsomol were used to supervise the early five year plans and enforce collectivization of farms. Small independent farmers were forced to give up their land to the government. If they refused, they were treated brutally. Many farmers were killed.

It was hoped that education would create a "New Soviet Man" who would willingly serve the state. So, in 1922 the Pioneer program was started within the Komsomol to hasten this process. The Little Octobrists program was also planned at this time but did not develop sufficiently and disappeared before World War II. It was revived in 1957 for first through third graders (ages 7-9).

Just as the Komsomol is controlled by the Communist Party, the Young Pioneer Program is sponsored by the Komsomol, but the program is administered through the educational system under the direction of teachers. Each classroom has groups called "links" (zveno) consisting of five to twelve children. A link leader (nozhatyi) is chosen on the basis of scholarship and leadership. All links in one grade are combined into "detachments" (otriad) governed by a council of three to five members, and detachments are combined into an all-school "brigade" (druzhina) with a council of three to fifteen members who elect a president.

Before World War II many parents were hostile to the government and were reluctant to allow their children to be indoctrinated by coming under the control of Komsomol leaders who supported Stalin and his policies. Today, this attitude has disappeared. The program is supported because it provided activities and training which cannot be provided at home since so many mothers work.

Membership is for ten through fourteen year olds and can be extended through the sixteenth year. Teachers, Komsomol members, and older Pioneers provide instructional and inspirational leadership at meetings. These meetings focus on excellence, comradeship, and loyalty to the collective or group. Children are shamed publicly by their leaders when their performance falls short of expectation or when discipline problems occur. Pioneer and Komsomol groups both use a wall newspaper to praise members for outstanding accomplishment on behalf of the group or to upbraid those who fail.

Superior students are assigned to aid others who lag in their studies, and all must listen to regular lectures on such topics as:

Knowledge is strength.

Knowledge is as important as a rifle in battle.

Study is your job.

If you lose an hour, you will not make up the time in a whole year.

Pioneer literature is decidedly anti-West and is filled with comparisons which are invariably unflattering to the West.

Until 1953, Stalin was honored in all Pioneer and Komsomol literature. When Khruschev criticized Stalin for his cruel excesses, the Youth Program de-Stalinized its literature. This was upsetting and confusing for the children because they were intructed to strike out their hero's name whenever they saw it and substitute "the Soviet people." Today the only political hero who is revered to the point of worship is Lenin.

Work and excellence are the accepted goals, and those who work the hardest are rewarded by being chosen to serve as honor guards at the many local statues of Lenin.

As the living standard has improved and the revolutionary spirit declined, intense interest in the Pioneers has also declined. This should be expected as an institution matures. Children are encouraged to participate not out of ideological commitment, but because the program provided activities for youth after school. Recreational halls called "Pioneer Palaces" offer athletic activities as well as excellent instruction in the fine arts and craft skills. A Soviet youth who makes an airplane model does not buy his pieces conveniently prefabricated and packaged. He does research, draws his own plans to scale, outlines and cuts his own parts, and the proceeds to construct his model.

Summer recreation is provided by Pioneer camps, farm work camps, and urban day programs. Pioneer amusement parks are designed to encourage students to cooperate. A miniature railroad, for instance, would be designed so that it could not be operated by only one or two people. Teamwork is required.

Apparently, the quality of the programs is excellent. Even so, there are not enough to serve all of the Soviet youth, and the programs for youths in the rural areas are decidedly deficient. Young Komsomol leaders prefer to be where the action is, and the action is in the urban areas. Although two percent of housing project space is supposed to be reserved for Pioneer activities, this is rarely the case because of the acute shortage of living space.

The Komsomol is a more elite group than the Pioneers, with only the truly dedicated or ambitious invited to join. Since it serves youth from ages 15 to 18, it is necessarily divided into three groups:

1. Those who continued in higher education
2. Those who work in factories and farms
3. Those who join the military

Komsomol members must attend compulsory meetings to study and even share in lecturing on Soviet doctrine, the philosophies of Marx and Lenin, and current Soviet policy. They are also used as agents for "getting out the vote." Members are given lists of citizens for whom they are responsible and will take them to vote if necessary.

All Soviet youths, unless exempted, are drafted at age 18 and serve in the army for two years. University students are generally exempted. Since it is difficult to be accepted at a university without being a member of the Komsomol, almost one hundered percent of university students are members of the Komsomol. Some are dedicated, but many join for expediency.

University members attend the standard meetings, have work details within the university, do summer work in factories or farms, and serve as assistant leaders of Pioneer groups. Having an advanced degree is an

asset for those seeking membership in the even more exclusive Communist Party.

Factory and collective farm Komsomol units have a common goal of meeting the production quotas decreed by the current economic plan. They recruit and help acclimate new workers to their new environment, plan entertainment and educational activities, and represent the needs of the worker to management.

It must be remembered that Komsomol members are answerable to the Communist Party, and they consequently function as a surveillance network monitoring the moods and activities of management as well as the labor force. Komsomol groups raid factories and farms without warning, searching for pilfering or shoddy work. Some Komsomol members have been known to roam city streets accosting people who do not conform to sedate dress and manners.

Labor recruitment by the Komsomol borders on conscription. Workers are "encouraged" to work on short-term projects, such as the Lenin Stadium, or on long-term construction projects, such as hydroelectric plants and settlement of Siberia. Bonuses and hardship pay are used as incentives.

Because Komsomol activities can actually cut into production time and the fringe benefits in rural areas are negligible, there is more resistance to membership among farm and factory workers than within the university or military groups.

Military Komsomol members have the standard indoctrination and assist with military discipline. They also sponsor the D.O.S.A.A.F. (The Voluntary Society for Assistance to the Army, Air Force, and Navy), which is a paramilitary training organization for civilian youth. D.O.S.A.A.F.

objectives are:

1. Rugged physical fitness
2. Target practice
3. Familiarity with military equipment
4. Military preparedness

As the Komsomol has developed programs such as the Pioneer Palaces, summer camps, and the D.O.S.A.A.F. program, it has become increasingly bureaucratic. Size has diluted zeal, and membership has begun to wane. To keep up membership, more coersion is being used in recruiting, which in turn further affects morale.

For years one of the main objectives of the Soviet Youth Program has been to control the population. The Komsomol has served as a "mulch" to smother voluntary and competing youth groups based upon individual interests and associations.

Increased trade and travel plus the unjamming of broadcasts of Voice of America, the BBC, and the West German radio in 1973 have opened new "windows to the West." The increased communication is already having a effect on Soviet citizens. Soviet youngsters, for instance, adore rock music and will save for months to buy a pair of blackmarket jeans. Soviet citizens jockey for assignments in East Europe or reason to travel to the West. How this will affect official Soviet policy and the Soviet Youth Program will be interesting to watch. Some feel that the Soviet government is disturbed by the restlessness of young people and their apathy toward Communist Party doctrine and that recent convictions and sentences of dissidents are as much an effort to reestablish control of the young as it is an expression of latent anti-Semitism.

Renewed prosecution of dissenters actually started in 1966. Following de-Stalinization and the Khruschev "thaw," ten years had passed without anyone

being imprisoned for what he thought. In 1966, however, Yuli Daniel and Andrei Sinyavsky were tried for publications highly critical of Soviet policy and were sentenced to five and seven years respectively.

In his essay, "On Social Realism," Sinyavsky had written:

> So that all frontiers shall fall, we surround ourselves with a Chinese wall. So that our work shall become a rest and pleasure, we introduced forced labor. So that not one drop of blood be shed any more, we killed and killed and killed.

With the invasion of Czechoslovakia, dissent increased.

There is very little publicity about dissenters within the official U.S.S.R. press, and the number of dissenters remains relatively small. They have an active communication network, however, with several "underground" newspapers, the boldest of which is Kronika, or Chronical. Another method of keeping their various causes alive is to smuggle material to the West, where it is picked up by radio and broadcast back to the Soviet population.

Prosecution of dissenters has continued since 1966, and it has renewed in intensity since the Helsinki Accords of 1975 which was adopted in the Declaration of the Conference on Security and Cooperation in Europe. The formation of Helsinki Watch Groups to monitor violations of human rights has irritated the Soviet government, and the result has been greater repression of dissenters and more severe sentences.

A BRIEF CHRONOLOGY OF RUSSIA AND THE U.S.S.R.

988	Introduction of Christianity from Constantinople by Prince Vladimir of Kiev.
1147	Founding of Moscow, which eventually replaced Kiev in importance.
1223	Invasion of Eastern Europe by the Tartars (Mongols), who controlled Russia for almost 250 years.
1462–1505	Ivan III (the Great). End of Tartar rule and initial conflicts with Central European powers.
1530–1584	Ivan IV (the Terrible). Severe restrictions on old hereditary aristocracy (*boyars*); establishment of new "nobility of service," dependent on the central government and the czar. Extension of control over free peasants and beginnings of serfdom. Expansion of Russia to north, southwest, and east. Defeat in attempts to move west.
1640	Russia reached the Pacific.
1649	Serfdom fully established in new law code.
1682–1725	Peter I (the Great). Main program—to make Russia strong enough to defeat Sweden and to be a major European power. To do this he built a navy, trained leaders and technicians, and borrowed skills and know-how from the Netherlands and England. Built new capital of St. Petersburg (now Leningrad) as a "window to the West." Defeated Sweden in 1709.
18th century	Life of educated Russians became more like that in France, England, and Germany. Catherine II (the Great) acquired more land and annexed most of Poland.
1812	Napoleon's unsuccessful invasion of Russia.
1815	Congress of Vienna. Russia a major power.
19th century	First revolutionary movement for change in Russia (1825). Flowering of arts and culture. Attempts at reform from within.

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1854–1856	Russia defeated in the Crimean War.
1861	Emancipation of serfs by Alexander II. Major reforms in law, local government, etc.
1890's	Beginning of "modernization" of Russia. Major industrial boom. Rapid urbanization and social change.
1904–1905	Russia lost war against Japan.
1905	Revolution.
1906	Further reforms. Establishment of first political parties; foundation of Duma (semi-parliament).
1914–1917	Russia suffers heavily in World War I.
1917	Collapse of czarist rule in March. Revolution establishes liberal government under Kerensky. October Revolution establishes Bolshevik (Communist) government under Lenin.
1918–1920	Civil War between the Communists (Reds) and anti-Communists (Whites).
1921	End of Civil War. Beginning of New Economic Policy (NEP).
1924	Death of Lenin. The rise of Stalin.
1928	First Five-Year Plan. Beginning of collectivization of agriculture.
1933	Recognition of the U.S.S.R. by the U.S.A.
1936	Constitution.
1937	Mass purges.
1941	Germany invaded the U.S.S.R.
1945	End of World War II.
1953	Death of Stalin.
1956	Beginning of de-Stalinization. Invasion of Hungary.
1957	Launching of Sputnik I (the first man-made satellite).
1968	Invasion of Czechoslovakia.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
The Soviet Union Today. Nills, Ill.: United Learning, (Cost = $60.00).	1
BOOKS:	
Girlscouts of the U.S.A. Worlds to Explore. New York: Author, 1976, (Cost = $4.00).	1
Hillcourt, William. Official Boy Scout Handbook. North Brunswick, N.J.: Boy Scouts of America, 1977, (Cost = $3.00).	1
McDowell, Bart. Journey Across Russia: The Soviet Union Today. Washington, D.C.: National Geographic Society, 1977, (Cost = $10.95).	1
Tyler, June and Buggey, Jo Anne. Perspectives on the Soviet World. St. Paul, Minn.: EMC Corporation, 1976, (Cost = $1.50).	18
EXCERPTS FROM BOOKS:	
Smith, Hedrick. "Pavel Morozov." The Russians. New York: Quandrangle, The New York Times Book Co., 1976, p. 162.	1
Kassof, Allen, "Pioneer Pledge." The Soviet Youth Program. Cambridge, Mass.: Harvard University Press, 1965, p. 79.	35
_____, "The Soviet Youth Program." The Soviet Youth Program. Cambridge, Mass.: Harvard University Press, 1965, pp. 33-36.	35
_____, "Tashkent." The Soviet Youth Program. Cambridge, Mass.: Harvard University Press, 1965, pp. 50-51.	1

	No. Per Act. Set
_____, "Training Goals and Procedures." The Soviet Youth Program. Cambridge, Mass.: Harvard University Press, 1965, pp. 36-40.	35
Kenworthy, Leonard S. "A Brief Chronology of Russia and the U.S.S.R." Studying the USSR in Elementary and Secondary Schools. New York: Teachers' College Press, Columbia University, 1969, pp. 14-15.	1
Rusinak, Alla. "How They Taught Me I Was a Jew" in Salisbury, Harrision, The Eloquence of Protest. New York: The New York Times Book Co., 1972, pp. 134-136.	35
Smith, Hedrick. "Khudenko." The Russians. New York: Quadrangle, The New York Times Book Co., 1976, pp. 211-214.	1
_____. "The Paramilitary." The Russians. New York Times Book Co., 1976, pp. 319-322.	1
"Youth Organizations." Illustrated Library of the World and Its Peoples, USSR-1. New York: Greystons Press, 1963, p.195.	1
JOURNAL, MAGAZINE NEWSPAPER ARTICLES:	
McBane, Wende. "For Soviets: English, Music, Freedom in a New Homeland." The News and Observer, July 12, 1978, p. 9.	35
Shipler, David K. "Youth Problems in Russia." Reader's Digest, August 1978, pp. 140-144.	35
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	70
Comparison Sheet--Activity 4	35
Data Sheet--Activity 2	35
OTHER:	
Plastic Strips--Twelve Colors in all	35 ea. color
Red Fabric Ties	35

RESOURCE MATERIALS ALSO RECOMMENDED

BOOKS:

Daries, R.W. (ed) The Soviet Union. London: George Allen and Urunin, 1978.

Geyer, Georgie Anne. The Young Russians. Homewood, Ill.: An E.T.C. Publication, 1975.

Jacoby, Susan. Inside Soviet Schools. New York: Schocken Books, 1975.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Privilege of choice
Group interaction
Culture

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students should know that everyone in the U.S.A. can exercise the rights and responsibilities of citizenship in youth groups.	1
Students will know that change can be gradual or sudden, as in the Soviet Union, and that history of the U.S.S.R. makes a difference in the kinds of youth groups in Russia.	2,3
Students will know that youth groups in the U.S.A. represent many different, and sometimes conflicting, values, but those of the U.S.S.R. represent only one point of view.	1,2,4
Students will know that youth groups in the U.S.A. and the U.S.S.R. are examples of the way citizenship differs in the two countries.	2,3
2. Skills	
Students will read and analyze material about Soviet youth groups.	2,3,4
Students will hypothesize and make critical evaluation of their hypothesis about Soviet youth groups and some groups of the U.S.A.	3
Students will make decisions on both a subjective and objective basis concerning the value of choices.	1,2,3,4,5
Students will implement decisions about the kind of citizen they want to be.	4,5
3. Valuing	
Students will begin to accept the process of change and development as part of the structure and function of the government of the U.S.A.	1
Students will analyze values about law and rules necessary for developing effective citizen participation in a democratic society and how they differ from those of the U.S.S.R.	1,2,3,4,5

II. OBJECTIVES (Continued)

	Activity Number
Students will valued democratic processes in decision-making, their own decision-making privileges, and the decision-making practices in other societies by comparing theirs with those of the Soviet youth groups.	1,2,3,5
Students will recognize that there are different values of citizenship in the U.S.S.R. and the U.S.A. and respect the differing reasons for those values.	1,2,3,5
Students will value the privilege of choice provided for the individual by the U.S.A. and not by the U.S.S.R.	1,2,3,4

3. Responsible Behavior

Students will make decisions based on a variety of choices in the U.S.A. and a limited number in the U.S.S.R.	4,5
Students will participate in good citizenship practices in the classroom, in the home, and in the community.	1,2

Activity 1

Instructional
Objective: After making decisions about colors and discussing group involvements, students will recognize that the diversity of youth groups in the United States is a result of the privilege of choice.

Materials: Other--Plastic Strips--Twelve Colors
Red Fabric Ties

Special Directions
to the Teacher:
Divide the plastic strips ahead of time into student packets. Explain that they will be role playing during this activity to find out how it feels to have little or no choice.

Activity 1 will take two days.

Teacher Activities	Student Activities
Have the students name the youth groups and other groups to which they belong. Ask: "To what groups do you now belong"?	Name the groups to which they have belonged in the past and the ones to which they now belong.
List the groups on the board. (Examples: scouts, baseball team, church, etc.)	
Ask: Have you belonged to other groups in the past? List these on the board, also. (kindergarten, nursery school, rhythm school, scouts, choir, etc.)	
Have the students categorize the groups to which they belong, such as, home, school, neighborhood, community, sports, church, etc.	Arrange the groups into categories as the teacher lists them on the board. Students may also group these independently on paper and then discuss as a large group.
Ask: "Why is there such variety in the groups to which you belong"? "Why have there been changes in your groups"?	Discuss reasons for belonging to, continuing, or dropping a group or activity. (There is variety because of choices and changes because of interests, age, and choices, etc.)

Activity 1 (Continued)

Teacher Activities	Student Activities
Distribute plastic strips of two colors, and ask the students to make a choice of their favorite of the two colors in five seconds.	Students make a choice in a limited time.
Distribute ten more colors of strips and ask students to make a choice of their favorite color in five seconds. Grant an extension of time if necessary. Ask: "Why did it take you longer to make a choice this time"?	Students make a choice of color in a limited time and from a larger selection. Discuss why it took longer to make a choice: More colors from which to choose; harder to make decision when there are many choices.
Inquire about the students' feelings toward limited choices and a variety of choices by asking, "How do you feel about having a choice of only two colors? Which do you prefer"?	Students express their feelings orally about limited and unlimited choices and explain the differences in feelings about choices.
SECOND DAY	
Ask: "Do you suppose that Soviet Citizens have as many choices as we do"?	Students will probably vary in their opinions. Some might have more knowledge about this to share with others.
Why do you think there is a difference between citizen choices in the Soviet Union and the U.S.?	Discuss reasons for differences between choices in the U.S.S.R. and the U.S.: government, youth groups, rural and urban settings, ethnic groups, religious groups, etc.
Lead students in a discussion of "Who is a citizen"? "What does it mean to be a citizen"?	Discuss the meanings of citizen and formulate the meaning of citizenship as the teacher writes it on the board. A child or the teacher can write these definitions on chart paper or large paper to use for display during the activity study.
What is meant by citizenship?	Definition of citizen - a member either by birth or naturalization, of a country or soverign state, who owes loyalty to a government and is entitled to protection from it.)

Activity 1 (Continued)

Teacher Activities	Student Activities
	Definition of Citizenship - the status of a citizen with its attendant duties, rights, and privileges.
Explain to the students that for the next few days they will be studying about and comparing citizenship and youth groups in U.S.S.R. and the U.S.	
Ask students "How would you feel if you were required to wear a tie or a uniform to school each day as many Soviet children are required to do"?	Discuss as a group how they would feel.
Display red ties that students will be required to wear during school time each day for a week (These red ties may be worn during the entire activity or less according to the preference of the group. Say - "Starting tomorrow you will be asked to do some role playing and wear red ties each day to experience group conformity without the privilege of choice as the Soviet children must do."	Students share reactions and express their feelings. (Feelings may be negative, positive and/or both) If there are negative reactions, discuss with the students why they feel this way. Probably negative feelings would occur because most students are used to having a choice and not used to wearing anything resembling a uniform.
Draw an analogy between the plastic strips and youth groups. Say - "How are the choices of colored strips like the groups to which you belong"?	Students discuss how making choices of favorite colors is like belonging to groups they like. (They realize it is harder to choose when there are more options; they may choose the colors and groups as they wish; when limited in choices they might not get their wish).

Activity 2

Instructional
Objective: After reading and analyzing material about the Soviet Youth Program, students will be able to explain the structure and functions of the youth groups.

Materials: Filmstrip--"Pioneer Organizations," Soviet Union Today
Handout--Data Sheet--Activity 2
Books--Girl Scouts of the U.S.A. Worlds To Explore
Hillcourt, W. Official Boy Scout Handbook
McDowell, Bart. Journey Across Russia: The Soviet Union Today
Excerpts--Kassof, A. "The Soviet Youth Program"
_____. "The Pioneer Pledge"
"Youth Organizations." Illustrated Library of the World and Its People, USSR-1

Teacher Activities	Student Activities
Distribute ties to be worn at school and remind them they are role playing.	Wear ties.
Distribute materials to be read for gaining information about Soviet youth groups and data sheets. Tell students that: "From these materials, you will gather information about Soviet youth groups. Record the information on the data sheet labeled Activity 2." (Purposes and goals to be completed in Activity 3)	Read, analyze, and organize data according to structure and activities on prepared data sheet.
Show and discuss filmstrip, "Pioneer Organization." Have students add any new information to the data sheet.	Discuss information about youth groups after filmstrip. Add additional information to data sheet if they did not have complete data.
Definitions from filmstrip: culture - a style of social and artistic expression peculiar to a society or class. customs- a habitual practice of an individual or group. assimilation - the process whereby a group, as a minority or immigrant group, gradually adopts the characteristics of another culture.	Example: Group | Age | Activities Little Octoborists | 7-10 | games, sports, dramatic plays

Activity 2 (Continued)

Teacher Activities	Student Activities
Divide the class into three Pioneer link groups of 8 to 11 to compose reports on youth groups (possibly divide the class by ages).	Each link will hold a buzz session to organize data about each youth group and write a summary or report.
Leaders of the links should be appointed by the teacher, and students should remain in the same links throughout these activities. The links should sit together in the classroom, at lunch, and wherever they go they should stay together.	Link leaders should try to take on the role of a Soviet youth and act accordingly to help establish the strict atmosphere as if in a Soviet school.
	After completing group reports, the link leaders should read them to the other links.
Encourage students to compare and contrast Soviet youth groups with our Scout program. Instruct the students to read the Scout pledges and "The Pioneer Pledge" for comparison purposes. Ask: "How are Soviet youth groups and Scout groups alike? How are they different"? List the differences and likenesses on the board and make them into a display chart.	Compare and contrast Scout's and youth group's pledges through discussion and listing.
Suggest that students use Journey Across Russia: The Soviet Union Today to enjoy and gain information from the beautiful pictures.	Use Journey Across Russia individually or in links to view the pictures and gain information.

Data Sheet Activity 2

Group	Age	Activities	Purposes	Goals

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The first period of life, designated in Soviet writings as the "nursery age," is from birth to three years. Although children in this group are too young to be of direct concern to the youth organizations, many Soviet agencies publish brochures and guides for parents on how to prepare their children for a positive life in Soviet society. There was a period in Soviet history, before the mid-thirties, when a serious effort was carried out to de-emphasize and even to undermine the family's part in child rearing in favor of a system of state institutions; but with the end of the attack against the family and the official legitimation of its primacy in infant and child care, outside agencies now play only an indirect role. This change has done little, however, to remove the insistence that parents do not "own" their children but are acting as representatives of society in caring for them.

The next age group, from three to seven years, is called the "preschool age," and already those qualities of personality that later should be nurtured into positive traits in the youth program are said to appear. Parents and nursery personnel are urged to look for signs of striving and achievement in the children even at this early age: "In the preschool age, we observe the development of features of the will. Such signs of willed action as persistence, the overcoming of these or those simple difficulties . . . can be observed early." [19]

Soviet children enter school and become Octobrists at seven years and, from then until twelve, they are in the "younger school age," experiencing their first intensive contact with teachers and youth workers. At this stage they are considered sufficiently developed physically and mentally to undergo quite rigorous training in preparation for the Communist life. Children must rapidly acquire not only the basic skills and knowledge demanded by the school curriculum, but the personal and social orientations of the Soviet citizen. In particular, the powerful influence of the peer group, or collective, is brought into play: "In the younger school age the social interests of the children are formed and the demand for social activities appropriate [to their age] appears. Already in the younger grades of the school, children dream of entering the Pioneers. Friendship and comradeship among children are spread and strengthened. All this creates new grounds for the social-political and moral education of children, and for the formation of the children's collective." [20]

This period is succeeded by the "middle school age," bracketing the years from twelve to fifteen — the stage of transition, according to Soviet theory, from childhood to adulthood. Personal upsets during this period of development, as noted earlier, are attributed not to faults in the larger society or to any turbulence inherent in maturation, but to the failure of the individual to subject himself fully to the will of the collective: "In this age group, one can frequently observe manifestations of a lack of discipline, but it would be a most vulgar error to attribute these phenomena to inevitable facts of the adolescent period. . . . Actually, such occurrences take place only when the adolescent feels himself to be alone and does not take part in the activity and life of the collective." [21] Adolescents, moreover, are said to have reached the stage of political awareness and to be fully capable of understanding their responsibilities to the system. Note again the emphasis on the morality-in-labor theme: "The attention and interest of our children is centered on what is taking place in the Soviet Union, what our nation is concerned with, to what its creative and laboring energies are being directed by the Communist Party. They want to be participants in socialist construction, skilled workers, builders of machines. They are vitally interested in the fate of our nation, they strive to be patriots and defenders of the motherland, . . . [they] react vitally to all the societal undertakings going on in our country." [22]

The senior age category is the "older school group," including those from fourteen or fifteen through seventeen or eighteen. The end product of Communist upbringing is now in evidence, and the new adult is prepared to assume a serious occupational role or to continue his formal education in the service of the motherland. The depth and scope of Communist orientation is realized:

> The older school age is sometimes called the world-view age. There is a great deal of truth in this. . . . The inculcation of a dialectical-materialistic world view in students of the older age category assumes particular significance. In this period, the students master a comparatively large body of knowledge, which is the basis for the inculcation of a scientific, Communist world view; a heightening of interest appears in them with respect to theoretical questions and the explanation of complex phenomena of society and of nature. There grows more and more an interest in science and in their socialist state.[23]

Development of the individual in the older school age marks the turning point between preparation and full adult participation: it is expected that education and training will be applied without delay to productive tasks lest society's investment be wasted.

THE PIONEER PLEDGE

Rites de passage. Entry into the Pioneers, after three years of preparation in the Octobrist groups, is marked by a solemn ceremony signifying to the Soviet child that he is joining the ranks of older Communist patriots. Marching in procession behind the flag of his newly organized detachment, and in the presence of older Pioneers, Komsomol members from the upper grades, teachers, leaders, and parents, he takes the pledge of the Soviet Young Pioneer:

I, a Young Pioneer of the Soviet Union, solemnly promise in the presence of my comrades

– to warmly love my Soviet motherland

– to live, to study, and to struggle as Lenin willed and as the Communist Party teaches.[3]

Then he promises to obey the "Rules for Pioneers":

The Pioneer loves his motherland and the Communist Party of the Soviet Union. He prepares himself for membership in the Komsomol.

The Pioneer reveres the memory of those who have given their lives in the struggle for the freedom and the well-being of the Soviet motherland.

The Pioneer is friendly with the children of all the countries of the world.

The Pioneer studies diligently and is disciplined and courteous.

The Pioneer loves to work and to conserve the national wealth.

The Pioneer is a good comrade, who is solicitous of younger children and who helps older people.

The Pioneer grows up to be bold and does not fear difficulties.

The Pioneer tells the truth and guards the honor of his detachment.

The Pioneer strengthens himself and does physical exercises every day.

The Pioneer loves nature; he is a defender of planted areas, of useful birds and animals.

The Pioneer is an example for all children.

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The Deposition, *a large 15th-century icon (pictorial representation of Christ, Mary or a saint) in Moscow's Tretyakov Gallery. This well-known gallery, which specializes in religious art and historical paintings, is but one of Moscow's more than one hundred museums—many of which were cathedrals in tsarist times.*

Kandidat and doctor's degrees carry enormous prestige; neither, however, is necessary for advancement in the great majority of professions. The institutes that carry the most prestige for graduate study are the branches of the Academy of Sciences of the U.S.S.R.

YOUTH ORGANIZATIONS

THERE ARE THREE MAJOR YOUTH organizations in the Soviet Union whose activities are closely correlated with, though separate from, the regular educational system. These youth groups—the Little Octobrists, the Young Pioneers and the Komsomol—serve a variety of purposes. They aid the work of the regular schools, train children in "Communist morality," teach various skills and organize leisure-time activities. In addition, they provide a reservoir of organized youth which can be drawn upon to perform various social tasks.

The Little Octobrists

The slogan of the Little Octobrists (ages 7-10) is "Only those who love labor can be called Octobrists." They derive their name from the October Revolution of 1917. The children are instilled with a respect for the Communist ideology in its most elementary aspects. To become a member of the Octobrists is not difficult, and the great majority of children belong. Few special tasks are given to the children. The chief activities are games, sports, dramatic plays and so on.

The Young Pioneers

The Pioneers organization (ages 10-16) is a much more important and solemn affair. The Pioneers in 1962 numbered about 18.5 million. One of their slogans is "A Pioneer is an example to all children." Members are organized into brigades and receive intensive indoctrination. Leaders are usually members of the Komsomol. Activities are manifold and often involve manual labor. Children are trained to be "doers" in society. Membership in the Pioneers is almost invariably a prerequisite for entering the Komsomol. Pioneers become eligible for the Komsomol at age fourteen.

The Komsomol

The Komsomol (ages 14-28) is the paramount youth organization in the Soviet Union. Although not officially a Party organization, it is "a reserve and aid of the Communist Party." The vast majority of Party members worked their way up via the Komsomol. Fewer than half the eligible age group become Komsomol members. Only the most promising Pioneers are allowed entrance. Present membership in the Komsomol, covering the age span of fourteen years, is about 20 million.

Tasks performed by the Komsomol resemble those of the Pioneers, but are often more serious and broader in scope. During the early 1930s Komsomol members were mobilized to build new cities in Siberia and the Soviet Far East. The chief of these was named Komsomolsk to glorify their achievements. Komsomol members become eligible for membership in the Communist Party at the age of 24.

The Stilyagi

A broad segment of Soviet youth stands outside and apart from the

The visually-astonishing Church of the Transfiguration, an all-wooden structure, was built in the village of Kizhi in 1714. This was at a time when the new "stone city" of St. Petersburg was still in the throes of construction. Since building supplies, particularly stone and brick, were very scarce, Peter the Great sent out an order that no stone or brick structures could be built in Russia until construction of the new capital was completed. This order resulted in the building of innumerable wooden structures elsewhere in Russia.

Activity 3

Instructional
Objective: After analyzing materials, students will confirm hypotheses regarding the goals and purposes of the Soviet Youth Program.

Materials: Excerpts--Kassof, A. "Training Goals and Procedures"
Shipler, D.K. "Youth Problems in Russia"
Handout--Data Sheet--Activity 2

Teacher Activities	Student Activities
Encourage students to hypothesize the Soviet government's early goals for the youth program and the current purposes.	Brainstorm in Pioneer links and record their ideas. Share ideas with other links by having the leaders read the reports.
Distribute material to be analyzed for determining the goals and purposes of the youth groups. Instruct students to complete data sheets (columns labeled purposes and goals).	Analyze material and record the goals and purposes on the data sheet started in Activity 2.
After the analysis of material, ask "How do you feel about the goals and purposes of the Soviet youth groups"? "In what ways are they similar and different from our Scout program"? "Are there other youth programs in this country which have goals similar to our Scout program"?	Students respond by discussing the similarities and differences between the two groups. (Likenesses - loyalty, working for a common good, honor, etc.) (Differences - working for government, denial of self, setting an example in labor, etc.)
	Students recall the variety of programs, such as, Indian Guides, 4-H, Future Farmers of America, etc. which were mentioned in Activity 1.
Ask the following: "Is membership in these groups voluntary or required by our government"? "Why would people volunteer to be members of these groups"? "Why do youths belong to the Soviet groups"? Discuss reasons with students.	Discuss voluntary involvement in American groups and reasons for volunteering such as, desire to improve self, desire to help others, to pursue individual interests, friendships. Soviet youths belong to youth groups for political reasons, higher education depends on membership, trained to belong, fear.

In each developmental stage, the goal of training is to establish "one of the forms of societal consciousness, which constitutes the aggregation of the rules and norms of group life, the behavior of people, and the determination of their responsibilities towards one another and towards society." [24] This Soviet definition of the essence of moral training is not radically different from conventional Western conceptions. But the Soviet version is distinguished by its insistence that the highest form (and, in the Soviet Union, the only legitimate form) of morality is Communist morality – which assumes that the true moral state can be achieved only if the individual suppresses his egoistic tendencies in favor of a willingness to work for the common good as defined by the arbiters of social life (that is, by the leaders of the Communist Party of the Soviet Union).

Communist morality imposes upon each Soviet citizen fundamental obligations in attitude and behavior. He must be a patriot who exhibits ceaseless devotion to the motherland and "to the cause of communism; hatred towards the enemies of the people and a readiness to give one's life for the freedom and independence of the nation." [25] He should display a profound respect for socialist property as the "holy and inviolable basis of the material well-being of the toilers" and do all in his power to increase the public wealth "by his own personal labor," for "labor in the USSR is the responsibility of each able-bodied citizen, . . . a matter of valor, honor and heroism, . . . one of the highest moral values." [26] Communist morality, further, includes the obligation to adhere to the principles of socialist humanism in the form of "comradely assistance to one another, solicitude for the weak, the ill and for children." [27]

But socialist humanism does not tolerate any softness that might subvert the needs of state or party; comradely solicitude must always bow before the primacy of loyalty to the political leaders. Thus: "From the beginning [children] should be made aware that not all people, even though they may have fallen upon misfortune, are deserving of sympathy. The criminal who is suffering a merited punishment imposed upon him by organs of the state cannot call forth pity and sympathy. Similarly not every person – even though he may be close to us – is deserving of our solicitude. Pavlik Morozov undertook a struggle against his father when he unmasked the latter's hostile work." [28] Pavlik Morozov was a twelve-year-old informer who, during the enforced collectivization of agriculture, reported his father to the authorities for allegedly hostile acts against the state. When the father was shot for his crimes, villagers avenged the elder Morozov's death by killing Pavlik. The Morozov case received wide publicity, and Pavlik was held up by the party as a martyred hero who had sacrified family loyalties in the cause of Communism. His deed is still recounted in children's books and in the pages of Pioneer-Komsomol histories. Soviet children, to be sure, are no longer encouraged to resist family authority as a general principle. But Morozovism is still cited as a positive virtue and an example to Soviet children of what they should do in similar circumstances.

Other components of Communist morality similarly are calculated to promote selfless labor and absolute loyalty. Honor, for example, refers to the willingness to suppress individualistic tendencies in favor of group (ultimately, of party and state) demands. Manliness consists of those qualities of bravery and fearlessness that equip the person to stay at an assigned task no matter what obstacles or dangers he may face. Physical well-being and preparedness also are moral obligations of the Soviet citizen, for he is responsible, as a Communist, for performing his job with energy and enthusiasm.

In sum, the child who is raised in the spirit of Communist morality will, as an adult, make the maximum contribution to the society's political and economic success. Again, work and technical proficiency are paramount: "Socialist industry and agriculture, developing on a base of advanced technology, demands of each person in the city and in the countryside a high cultural level, a well-rounded training, a knowledge of the scientific bases of production, abilities and habits [conducive] to the operation of complex machines and assemblies, and the development of creative technical and organizational initiative. The higher the stage of socialist society, the more critical becomes the question of the preparation of well-rounded people." [29] Finally, the model towards which all Soviet children should strive in raising their moral level is that of the party member: "The Rules of the CPSU, in which the responsibilities of the Party member are set forth, have great significance in the education of the rising generation. These responsibilities are the moral norms of the best Soviet citizens and should constitute the foundation of inculcating morality in the Soviet school, family, and in the Komsomol and Pioneers. The Party obliges each of its members to set an example in labor, to master the technology of ones occupation, to strengthen socialist property by all possible means." [30]

Of the three principal sources of behavior, views and convictions are said to be most readily amenable to modification. For example, when teachers and youth-organization leaders tell the child that all labor in the Soviet Union, no matter how hard or mundane, is honorable, this implants a view or conviction. More difficult, according to the Soviet theory, is the task of forming and modifying habits and temperament to support such officially approved views: "The ideal of the Soviet man is a Communist orientation in all of his behavior, that is, when feelings, temperament, and habit are regulated by Communist views and convictions, by a Communist world view. This leads to the necessity of systematic work upon the formation of the will and the character of Soviet children." [32]

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YOUTH PROBLEMS IN RUSSIA:

I. JUVENILE CRIME WAVE

Despite the Soviet government's efforts to hide it, street violence and delinquency are burgeoning problems today

Condensed from NEW YORK TIMES

DAVID K. SHIPLER

QUIETLY, and with much of the same anguish and bewilderment that Americans feel, the Soviet Union is struggling with the problems of street crime, teenage gangs and juvenile delinquency. Murders, rapes, beatings, muggings and burglaries now occur in Moscow and other Soviet cities with a frequency that arouses concern.

The scope of the problem is difficult to measure because Soviet crime rates are secret. And even the authorities may not know the full extent of juvenile crime, for lower officials often conceal negative information to avoid bringing criticism on themselves. A former party member who served on a crime task force in Moscow's Chertanovo district disclosed after he emigrated that when the task force sent in its report—with the finding that up to 70 percent of criminal offenses were not reflected in police records—it was rebuffed and called an exaggeration by a high official.

In parent-teacher associations, in neighborhood Communist Party meetings, in high schools, on the stage, and even in the press to some degree, the baffling and often unanswerable question of why some youths engage in violence is receiving attention. The picture emerging is that much Soviet violence, perhaps most of it, is the work of young people aged 14 to 18.

Government policy keeps almost all reports of unsolved crime out of newspapers and off radio and television in a deliberate effort to contain fear and prevent what some Soviet journalists believe would be the rapid spread of violence if it was publicized. For example, when the government newspaper *Izvestia* learned of a gang rape by ten young men, the editors published nothing. As a rule, only solved cases are discussed in the press, to make a sociological or moral point.

Since there is a ban on the sale of handguns and strict control of shotguns, crimes involving firearms seem rare, although they occur occasionally when soldiers are involved. But youth gangs in Moscow reportedly manufacture a variety of weapons, including long knives and zip guns.

There are some bizarre crimes on the books. A group of youths, 14 and 15, were charged with murder after they had sharpened the points of umbrellas and spent evenings attacking lone pedestrians, swooping down on them, yelling, all stabbing at once, then running off. Another teen-ager was accused of murdering his mother, a party member, after she cut his shoulder-length hair while he was sleeping.

The roots of crime in the Soviet Union are no easier to trace than in the United States, but rapid urbanization has brought a breakdown of family and social ties, magnifying the impact of peer pressure on young people. Working parents have too little time for their children. School classes are too large to permit individual attention, and schools tend to encourage "difficult" youngsters to leave after the eighth grade. School dropouts without work appear prominently in the Soviet picture of vandalism, burglary and violent crime.

A case in point, reported in the official press, concerned a boy named Aleksandr Mikhailov. At 14, he dropped out of school and began to hang around his neighborhood in Gorky, an industrial city 275 miles east of Moscow. He had no job, and almost no relationship with his parents. The most important figure for him became another boy who taught him how to rob kiosks, streetcar coin boxes and stores. The money went for liquor. By the time he was 17, Aleksandr had served two workhouse terms and was facing a full-scale trial on charges of "cynical acts of brazen hooligan behavior."

A special Soviet institute investigates the causes of such crime. The Ministry of Internal Affairs, which supervises the uniformed civil police, operates a psychology department delving into motives and attitudes, especially among young people. But both these agencies declined to discuss the problem with a foreign reporter.

Among experts who write for specialized journals or who are ready to talk informally, juvenile crime is portrayed as a function of economic class, parental neglect, the abundance of alcohol, narcotics addiction, boredom and what some Russians see as a profound amorality among the young, a lack of acceptance of higher values. "Nobody believes in anything anymore," said the 17-year-old daughter of a scientist. A writer asked his 14-year-old son, "Who is your hero?" The boy shrugged.

Strict ideologists see crime as a

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holdover or infection from "bourgeois culture" and declare, in the words of one newspaper, "There are no socio-economic causes of crime in our country." The class conflict and exploitation that supposedly give rise to criminal behavior are supposedly absent in the Soviet Union, and crime rates—which are secret—are supposedly falling.

Such Marxist contentions inhibit debate, but not enough to prevent sociologists from doing their work. They may avoid the word "class," but the results are the same. They note that crime rates are higher in cities than in rural areas. A journal reported a year ago that the higher the vocational skills, the lower the crime rate. Children whose parents have a secondary or higher education are only half as likely to break the law as those whose parents went only to elementary school. About 70 to 80 percent of juvenile offenders come from problem homes.

Some surveys have measured the correlation between crime and family problems. "Ten times as many juvenile delinquents come from an atmosphere of vulgarity or heavy drinking as from a normal environment," a criminologist said. One example reported by *Izvestia:* A schoolboy, with an alcoholic mother, was sentenced to two years in a reformatory for brawling. He was released in an amnesty three months later, started drinking and led a group of teen-agers in an assault on a 19-year-old stranger, who died.

The case was cited as an argument for sterner punishment, part of a continuing debate that parallels the U.S. dispute between those who favor social remedies and those who advocate stronger deterrents to crime.

The U.S.S.R. executes certain categories of criminals regularly, usually publicizing the sentences as a deterrent. Last year a Moscow factory worker died by a firing squad for the rape and murder of a 12-year-old. But police officials, prosecutors and others often express concern about placing youngsters in prison, which one specialist described as "universities of crime."

Juveniles are usually sent to special low-security penal colonies separate from the hardened adult prison population. A year ago, the criminal code was revised to allow the substitution of work assignments and fines for imprisonment in juvenile cases.

Some criminologists have suggested relaxing child-labor laws to allow dropouts steady occupation. But there has been no move to raise the drinking age, now 16, even though alcohol figures in most offenses.

The most visible devices used to combat juvenile crime are propaganda and education. Television documentaries occasionally show a supremely efficient police force racking down an offender. Moralistic novels for teen-agers dramatize the futility of crime. High schools conduct required courses on the law, with detailed explanations of what constitutes criminal behavior and what punishments can be expected.

At one school in Irkutsk, in Siberia, the course was taught so dryly that no sooner was it over than a girl was raped, and a youth died in a fight with students from another school.

Thus, the problems remain stubborn and intractable. And discussions go on and on.

One of the most controversial efforts at open discussion is a play called *Stop Malakhov,* being performed nearly every Sunday at Moscow's Young Spectator's Theater. Based on a true story of a 15-year-old youth who mugged and robbed a woman, it explores the roots of his act. Performances are followed by audience talk sessions.

The play is a harsh portrayal of nearly every element of Soviet society. The boy, Malakhov, falls in with thugs led by a man who, by day, is a star worker in a factory and an auxiliary policeman. The regular police are blind and bureaucratic. The parents, outwardly well adjusted, are insensitive. They blame the school, and the school blames them.

In one after-performance discussion, the head of a school parents' committee expressed frustration that parents who needed counseling almost never came to meetings. Someone noted that they had not come to the play either. A young woman spoke up: "Just look around you in streetcars and buses. We have become indifferent to one another."

"Who is to blame?" the narrator of the play asked. Answered one of the actors after the performance: "I, you, everyone."

II. SOVIET TEEN-AGERS SPEAK UP

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A year and a half ago the Moscow weekly Literaturnaya Gazeta began a series on "Teenagers: Lessons of the 'Dangerous Age.'" Writers, legal experts, educators and parents analyzed the reasons for the antisocial—and sometimes unlawful—behavior of a segment of teenagers. After publication of an angry letter that suggested "clearing the courtyards of groups of young people," hundreds of teen-agers responded. Excerpts from their letters as compiled by editor N. Loginova follow:

Sasha V (Leningrad): I might be seen in a doorway, not altogether sober, with a girl who is almost 20, and you grownups will immediately decide that I am a good-for-nothing. But when you were 15 had you read all of Tolstoy, Chekhov, Dostoevsky

and Balzac? I have. Can you chug-a-lug a whole bottle? I can. Do you have patents, or published articles on the theory of literature? I do. You have to know how to combine everything.

Anonymous Girl (Sevastopol): I belong to a group everybody is afraid of. We have wrecked playgrounds and trampled flower beds. There's a rumble every night. We all have money, so getting vodka is no problem. Almost all of our names are on file at the militia. But lately I've been thinking. What do I need all this for? This kind of life won't lead to anything good.

Boris R (Selidovo): I dropped out of school after the seventh grade, looked for "the free life," drank, and stole bicycles and motorcycles. The militia fined my mother. Now all I have are shame and fear for my life. No vocation, no education.

Nina T (Ordzhonikidze): I am afraid of remaining drab all my life. Dressing like everyone, thinking like everyone, getting a job close to home, getting married, taking care of children, getting old at the stove, and then sitting on a bench in the yard. Whom should I tell this to? My parents won't understand.

Anya (Moscow): Adults perceive us in simple terms. If a girl smokes, she is immoral. If a guy has long hair and threadbare pants, he's virtually a crook. Even teachers divide us into the "good" and "bad" based on appearance.

Igor V (Leningrad): There is neither a challenge nor complacency in our candid confessions. There is an entreaty—"Help us!" Don't divide us into "doers" and "idlers." The former are forgiven everything, even a stylish haircut, because they are so much like the grownups. From the fifth grade on, these kids are fashioning and designing, and the parents' minds are "at ease for their future."

But what if I haven't found myself? What if I don't yet know my calling? There are many like me. We get together in groups in the evenings and argue. But then, you adults also get together in groups. You talk about the meaning of money, while we talk about the meaning of life.

Racey Tale

THE TRACK ANNOUNCER at Waterford Park, W. Va., got to make a switch on a time-honored call at the races. Just as the horses were lining up in their post positions, the starting gate malfunctioned and had to be towed away. After a long wait, another one finally arrived, and the announcer intoned, "Ladies and gentlemen, the starting gate has reached the horses."

—*Sports Illustrated*

Activity 4

Instructional
Objective: After reading and hearing about the consequences of a rigid youth program imposed by the state, students will discuss and list the acceptable and unacceptable behavior of Soviet citizens.

Materials: Books--Tyler and Buggey. Perspectives on the Soviet World
Excerpts--Kassof, A. "Pavel Morozov"
_____. "Tashkent"
Smith, H. "Khudenko"
_____. "The Paramilitary"
Handout--Comparison Sheet--Activity 4

Teacher Activities	Student Activities
Tell the story of the youthful martyr, Pavel Morozov. (Martyr - one who sacrifices something very important to him in order to further a belief, cause, or principle. Ask, "Why is Pavel considered a martyr"?	Discuss meaning of a martyr and decide why Pavel became a martyr.
Tell the story of the youth who organized to do good work in Tashkent. Ask, "Why was the work of the Tashkent youth considered bad or disloyal"?	Discuss the youth work and explain why it was considered unacceptable.
Tell the stories of Ivan Khudenko and the Pioneer paramilitary activities. "Why was Khudenko's idea unacceptable"? "How do you feel about the paramilitary and the war games"?	Discuss Khudenko's idea and why it was unacceptable. Express their reactions to the paramilitary and the war games.
Instruct students to use the Comparison Sheet to list those qualities which appeared to insure success and those which did not in the Soviet incidents.	Think critically and make decisions about acceptable and unacceptable behavior of Soviet citizens. List the qualities in Communist Do's and Communist Don'ts column, i.e.,

Do's	Don'ts
inform on your family and others	do things on your own without permission

Activity 4 (Continued)

Teacher Activities	Student Activities
Ask students to compare and contrast the standards of citizenship in the U.S. with those of U.S.S.R.	List standards that are the same as ours and those which are different.
Distribute copies of Perspectives on The Soviet World, a cartoon book, to students for discussion. (These cartoons should be explained to the students by the teacher)	Read, analyze, and discuss cartoons.

The classic Pioneer hero and martyr is Pavel Morozov, a 14-year-old who, in 1932, reported on his own father for hiding grain from the state during the harsh period of farm collectivization. The boy was murdered by private farmers who opposed collectivization. He was later immortalized by the Party. Pavel Morozov is less vigorously celebrated now than under Stalin, but the code of Young Pioneers still promotes not only civic duty but political consciousness among youth: "A Pioneer is loyal to his Motherland, the Party, Communism. . . . A Pioneer has the heroes of the struggle and work as his models. A Pioneer keeps the memory of the fallen fighters and prepares to become a defender of the Motherland. . . ."

> The Octobrists, because the members are so young, do not seem to have any real responsibility for maintaining proper standards of conduct among the children. The Pioneers are a different matter; an unruly pupil will frequently be brought before a meeting of the Pioneers for criticism and correction. This practice has struck some Americans as an example of "student democracy" at an early age; I found that the activities of the Pioneers—particularly in regard to the disciplining of other children—were tightly controlled and supervised by the school authorities. In one school in my neighborhood, a meeting of the Pioneer council was called to discuss the case of two boys who had skipped school several times and forged notes from their parents to provide a valid excuse for the teacher. The two penitents were brought before the council, which at that school consisted of four girls and three boys. There was something of a sex division at the meeting, with the girls taking a harder line on the seriousness of the offense. Eventually, the council made a unanimous decision on a penalty for the boys: they would be escorted to school every day for six weeks by an older Pioneer, and they would have to stay after school two hours every day for a month. They would be supervised by an older Pioneer after school and would be expected to do cleanup chores around the school. The children had not really selected the penalty themselves; the principal told me he had decided on the punishment after a conference with the boys' teacher and parents. "It's educational for the children to take part in this process of discipline," he said, "because they learn the proper norms of socialist conduct. I will select the Pioneers—some of our best boys and girls—who will see that the penalty is carried out, and they will learn from the experience as much as the boys who violated the rules."

The children who are most active in the disciplinary organs of the Pioneers are those who have internalized the official adult value system more thoroughly than other youngsters. Soviet educators try to elevate "tattling" to a virtue by emphasizing that a child is helping his classmates if he brings their errors to the attention of an appropriate adult. The story of Pavlik Morozov, known by every child in the Soviet Union, is a striking example. Pavlik was a Pioneer during the brutal period of enforced collectivization of the land in 1929–30. He did more than keep an eagle eye on youngsters his own age; he denounced his own parents before a court as collaborators with the kulaks (peasants who resisted the collectivization). Pavlik was killed by the other villagers in retaliation. Although the story of Pavlik is told and retold in schools throughout the Soviet Union, it has been slightly modified for modern consumption. The teachers emphasize that the early period of Soviet history was "an unusual time" and that the vestiges of the Tsarist order created artificial barriers between parents and children. Life is better today, the teachers say, because parents and children believe in the goals of a Marxist-Leninist society and work for their realization. One teacher of my acquaintance went even farther, telling children that they should not question their parents in ordinary circumstances. "The days of Pavlik Morozov were long ago," she said, "and now if an adult makes a mistake the established organs of Soviet society can deal with it." The story of Pavlik needed some cosmetic surgery because modern Soviet parents are not thrilled by the glorification of a boy who earned immortality by turning in his own mother and father. Many Soviet children are equally unmoved by the devotion of their classmates who take the most active role in criticism at Pioneer meetings. The tattletale (*yabednik, seksot*) is not a popular figure among Soviet schoolchildren. Girls are more willing than boys to be enforcers of conduct among the other children. In the early teen years, the boys are particularly resentful of girls who uphold the standards of behavior demanded by the school authorities. (The use of girls in a quasi-maternal, authoritarian role in children's organizations was particularly interesting to me

Even in the absence of organized challenges to its position, the Komsomol jealously guards its prerogatives as the party's representative among youth. The following incident, reported in the Soviet press a few years ago, may strike the Western reader as farcical, but it was regarded by the Soviet authorities with the utmost gravity, and similar examples are by no means uncommon. A group of Komsomol members in Tashkent, bored and dissatisfied with the activities of their local cell, agreed to band together informally to do good deeds in the community. They planned to aid the ill, do shopping for elderly citizens, run errands for busy mothers, and combat hooliganism and delinquency. Their activities were above reproach (the Komsomol itself is formally charged to organize such activities), but the youngsters unwittingly gave the impression of having formed a new, independent youth club not under the Komsomol's control. When news of this group of boys and girls reached the authorities, it was concluded that a subversive political ring, perhaps even engaged in espionage, had been uncovered. The members were arrested and interrogated by the Tashkent procurator (prosecutor) and released only after it became clear that the charges were unfounded. Informed of these events, all-union Komsomol officials reacted angrily; but their wrath was directed only in part at the heavy-handed methods of the Tashkent procurator. The main target of the attack was the local Komsomol organization, which was severely reprimanded for its scandalous lack of vigilance in allowing a voluntary group to form in the first place.[2]

No doubt the Tashkent incident was to some extent a consequence of overzealousness among local authorities, but their behavior was entirely consistent with party policy. A challenge to the Komsomol's authority is counted as a challenge to the party itself. This does not mean, however, that the Komsomol is permitted to act autonomously. No secret is made of the Komsomol's place as servant to the party. Indeed, it is announced openly in the preamble to the Komsomol rules:

> The Komsomol is the active assistant and reserve of the Communist Party of the Soviet Union. The VLKSM [Komsomol] helps the Party to bring up youth in the spirit of communism, to draw it into the practical construction of the new society, to prepare a generation of well-rounded people who will live, work, and direct societal affairs under communism.
>
> The VLKSM works under the direction of the Communist Party of the Soviet Union. The strength of the Komsomol lies in the CPSU's direction, in the ideological conviction and devotion to the cause of the Party. The Komsomol learns under the Party to live, to work, to struggle, and to win, in a Leninist way. The Komsomol sees the entire sense of its activity in the realization of the great program of the construction of the communist society that was adopted at the XXII Congress of the CPSU.[3]

Given such sentiments, it is remarkable that the exodus from the countryside has not been greater. This says something not only about administrative restrictions but also about the conservativism of the Russian peasantry and their roots in the countryside. Yet leading writers of the current "village school," like Fyodor Abramov and Boris Mozhayev, who exalt the long-suffering moral character and evoke the hardships of the peasantry, write that many feel alienated from the land and that the earth has become orphaned. What they seem to mean is that the peasantry no longer feel attachment to communal fields. In less literary terms, Party officials squawk that field hands work poorly on collective land and sneak off as much as a third of the time to work on their private plots.

The Party's response to this and other chronic problems of Soviet agriculture has been to pour immense investments into farming (roughly $150 billion in 1971–75), especially into grand schemes that will promote large-scale industrial farming. In some ways the increasing use of chemical fertilizers and modern irrigation techniques is paying off. Cotton output has reached record highs, and even in bad years when Moscow has to shop for grain in America, the grain harvests are 10–15 million tons larger than they were under Khrushchev. Brezhnev's new departure in the mid-Seventies has been to promote formation of collective farm conglomerates that would put construction, animal husbandry, and various other tasks on a joint, industrial basis. Brezhnev's second plank, similar to Khrushchev's Virgin Land Scheme, was to announce a 35 billion ruble (nearly $48 billion) program to revitalize the long-neglected farmlands of Central Russia, the non-black earth region. I was told by a journalist that this had been pushed by Russophiles, the pro-Russian ethnic faction, among the Politburo, including Mikhail Solomentsev, premier of the Russian Republic, and Agriculture Minister Dmitri Polyansky. In the long run, both programs seem intended not only to industrialize farming but to reduce the role of private plots.

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Largely unnoticed abroad, a small band of liberals and economic rationalists, working on the basis of industrial reforms of the mid-Sixties, have tried the opposite tack. They have sought to decentralize agriculture and to revive the peasantry's attachment to the land by trying to use the principle of private plot incentives on collective farmland. "Capitalism in socialist clothing" was how one reformer privately described it to me.

The idea was to turn over sizeable tracts of state or collective land to farm "links"—small working units of 6–12 qualified specialists whose pay depended solely on harvest from their tract. According to this concept, which surfaced in the early Sixties, the link would have machinery as well as land at its disposal and thus have responsibility not only for land cultivation but also for machine maintenance—a perennial headache in the Soviet farm system and always a serious factor in bad harvest years. In effect, each link was a small cooperative enterprise in itself. The theory was simple: If pay depended on results and the work force was organized in small enough units, each individual could see the benefit of producing well, just as on a private plot.

The main difference from the existing system was that, normally, collective farm hands move all over huge areas, working one field and one task one day, another field the next, having no sense of responsibility and no direct dependence on the results of their labor. A tractor driver, I was told, is paid by the size of the area he plows so that it behooves him to plow rapidly and shallow furrows in order to cover more territory even though the best crop yields require plowing more slowly, more carefully and deeper into the soil. The same with weeding and other tasks. The link was supposed to combat this quota-filling mentality.

One celebrated exemplar of this system was Vladimir Pervitsky, a Hero of Socialist Labor from the Krasnodar Region, who showed in one experiment that his 10-man link could triple the yield of a tract normally worked at various times by 80 people. His link plowed, planted, weeded, reaped and protected their land better than normal workers. They came to feel it was "their land," I was told by Aleksandr Yanov, a former Soviet journalist who was forced to emigrate by the secret police because the reformism of his press articles had gone too far. I met Yanov in New York City in December 1974, two days after he left Moscow. The link idea was supported well enough during the mid-Sixties to gain token acceptance on many farms—with one or two small links on each very large farm—though it encountered opposition from both farm administrators and ordinary workers who, according to Yanov, saw themselves becoming superfluous if the smaller links proved too efficient. It would expose the gross over-staffing of most state and collective farms. Gradually, the Politburo sponsor of the links

scheme, Gennadi Voronov, lost power, and conservatives neutralized the link experiment.

Nonetheless, Yanov told me of another reformer of unusual energy and daring who made a fresh attempt in the early Seventies to put the link system with its built-in profit motive on an even larger scale. He was Ivan Khudenko, a burly, red-faced, outspoken, veteran Communist who resigned as a Senior Agricultural Official of the Kazakh Republic in the 1960s in order to pursue his radical experiments. According to Yanov, Nikita Khrushchev was toying with using some of Khudenko's ideas to reform Soviet agriculture when he was overthrown in October 1964. Yet Khudenko's efforts were so little known publicly that they were news to me when Yanov mentioned them in New York.

Khudenko was Yanov's idol, a model for Soviet reform. "We thought the link system, especially Khudenko's approach to it, would be the salvation of Russian agriculture," enthused Yanov, who wrote many articles on farming and other economic topics for Soviet newspapers and journals. "We thought it would change the face of Russia completely."

After one abortive experiment on a collective farm, Khudenko persuaded a state farm director to let him use a large tract of marginal, unused farmland in the steppe around Akshi, in Kazakhstan. He wanted to test whether a limited group of farm specialists would show greater productivity than normal state farm workers, if they operated on the link principle. With tractors and materials for building their own homes, borrowed from the parent state farm, Khudenko and his 60 picked specialists conducted their experiment in 1972—a disastrous farm year for the Russians.

"Khudenko's idea was that with the link system on this larger scale, he could compete with the best farm enterprises in America and Western Europe. He not only said it, but he proved it," Yanov told me. "Unfortunately, the experiment lasted for only one harvest and then it became clear that if Khudenko was right, the entire agricultural leadership was wrong. The experiment was a success. They demonstrated that labor productivity on this farm was 20 times higher than on neighboring farms. The Kazakhs were so pleased that a local journalist wrote a play about Khudenko. It had its final 'inspection preview' for a select audience on January 7, 1973." The preview was attended not only by censors but a number of reform-minded journalists and economists.

"The next day, Khudenko was arrested and charged with trying to steal 1,000 rubles from the state," Yanov bitterly recalled. "It was a trumped-up charge. The agricultural powers in Moscow were against the experiment."

It appeared that Khudenko had been framed in a bureaucratic maneuver. The decree closing down his experimental farm at Akshi was signed by the Minister of Agriculture in Alma Ata but Khudenko claimed that this was an incorrect procedure because such action required a decision by the entire Council of Ministers, and he went to court to sue for 11 months back pay for himself and his 60 men. A local court in Kazakhstan upheld his suit, actually exceeding its authority, though Khudenko did not know that. For when he took the court order to a bank to collect the funds, Yanov said, he was arrested on charges of trying to obtain state funds under false pretenses.

According to Yanov, there was high-level, behind-the-scenes intervention at Khudenko's trial and the judge, thought to be leaning toward Khudenko until the last moment, handed down a verdict against him and two of his closest aides. Khudenko was sentenced to six years in jail. Although economists and scholars in important institutes in Moscow sympathized with Khudenko's efforts and friends like Yanov tried to rally support for him, very little was done to defend him. The leadership had rejected his approach which would have put Soviet farming on a more flexible pragmatic basis, and had decided to push ahead with a more centralized, industrialized program for upgrading Soviet agriculture. Khudenko died in prison in 1974 at the age of 62.

The powers-that-be, nonetheless, worry greatly that the patriotic dedication felt by those who lived through the war is not being forcefully enough transmitted to the young. Decrees are issued, movies critiqued, and writers' conferences held to promote that end. From an early age the young get indoctrination in paying proper tribute to the sacrifices made during wartime. One scene indelibly imprinted in my memory is that of young children, boys and girls of 11 and 12, standing as honor guards at war memorials. I recall a windy fall afternoon in Odessa, where one memorial overlooked the sea. The sky was overcast and the wind whipped up whitecaps. Four children in the red scarves, white shirts, blue pants and skirts of the Young Pioneers stood vigil, rigid as soldiers, posted at the four corners of the memorial. I happened to arrive with a tour guide just as the guard was being changed. We stopped to watch. Down a long pathway marched a new contingent,

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arms swinging widely, their slow pace reminiscent of the measured gait of the KGB guards at Lenin's tomb in Moscow. The crunch of gravel stones underfoot marked the cadence of their steps as they went through the ceremony—silent, disciplined, intensely devoted to the sacred duty of standing guard for the Motherland.

This is of a piece with the actual military training carried out nationwide in Soviet high schools, the universal draft for 18-year-olds, and the serious way in which Soviet university students are put through compulsory reserve officer programs. Our first exposure to this network of paramilitary activities in civilian life came when our 11-year-old daughter, Laurie, went off to play *zarnitsa* (lightning), a war game, on Lenin Hills, organized for the sixth and seventh grades by a military instructor at her Russian school. It would all have seemed very much like a summer camp game of capture the flag except for the deadly earnestness with which it was done. Laurie came home and told us that the two grades, children from 11 to 13, had first been drilled by a uniformed army instructor in formation marching and making right faces and left faces. In our living room she demonstrated marching and faces. They were divided into two teams, one assigned blue patches to sew on their sleeves, and the other assigned green patches. The blues were given a head start to go scatter in the hills, like partisans, and the greens were to hunt them down, rip off their badges and bring them back as prisoners. "We couldn't play too long because it was very cold," Laurie said. "There was snow on the ground. I got cold because they left me guarding prisoners." Still, with the drilling and all, the expedition ran about four hours after school. It was a practice carried out in all schools. In the older grades the complexity of the game increased as the instructors introduced primitive field tactics. Playing tennis not far from Lenin Hills, I would occasionally see teams of children darting through the woods playing *zarnitsa.* An American university student whom I knew was amazed one day to have spotted one group of students, dressed in dark navy uniforms, not only capture their rivals but go through the ceremony of lining the captured partisans up against a wall and pretending to shoot them. The victims fell and died very realistically.

That was but one of a number of activities suggesting to me that the line separating civilian and military life, so pronounced in the West, far less important in Soviet society. The national physical fitness program has the theme, "Ready for Labor and Defense" *(Gotov K Trudu i Oborone).* The television program "Come on, Guys" is intended to popularize various military skills among the youth by running regional and national competitions in marksmanship, the art of self-defense, and aspects of Soviet law affecting military service. At 14, youngsters can join the Voluntary Committee for Assistance to the Armed Forces, a gung-ho organization with the stated objective of training civilians in

the spirit of constant readiness for defense of the interests of the Socialist Motherland." D.O.S.A.A.F., as it is known by its Russian initials, has no real counterpart in America. It combines the functions of 4-H Clubs, Boy Scouts, the YMCA, Civil Defense, the American Legion and National Guard, with branches at farms, factories, institutes and in city neighborhoods all over the Soviet Union. It is a vast apparatus. I was astonished to hear that a Soviet officer disclosed at a public lecture that the D.O.S.A.A.F. membership was 65 million. The organization gives courses in military history and tactics, develops civil defense facilities, teaches youngsters to drive and maintain all kinds of vehicles, to operate and maintain radios and electrical equipment, to make and design aircraft models, to make parachute jumps, to shoot and to learn professions "which have military importance," as one Soviet blurb put it. It runs driving clubs and schools. For dog lovers it has a program supplying breeds suitable for military purposes. Those who accept such dogs and enroll them in training programs qualify for extra housing space.

For men really serious about military careers, the Soviet Union has at least 135 military schools and colleges graduating commissioned officers, compared to ten such schools in the United States. The real introduction to military life for the youth of the entire nation comes in ninth and tenth grades, the last two years of ordinary Soviet high school, where boys and girls take an obligatory, twice-a-week classroom course in military training and civil defense. The textbook, which a Russian friend gave me, opens with the black-and-white rhetoric of the Cold War: "The U.S.S.R. is a peace-loving state. . . . There is no crime which imperialists have not committed." The 1973 edition had four lines on Soviet-American détente squeezed between warnings that "the U.S. has not turned away from its aggressive course" and "the requirements of military readiness have grown in recent years as imperialist circles, first of all the U.S.A., heat up the international situation without any lessening of the dangers of a new world war." This is for all high school students across the country.

The textbook then moved quickly into a description of the Soviet armed forces, instructions on dismantling weapons, throwing grenades from trenches, firing weapons prone, making tank traps and undertaking field maneuvers. Each summer, the high school boys go off to army camp, from five days to a month. They conduct long marches with a pack, take tactical field training, dig civil defense shelters, and fire weapons like the world-reknowned Kaleshnikov submachine guns used by guerillas worldwide. "The Soviet equivalent of the American basic training camps like Fort Dix and Fort Jackson are in the Soviet high schools," an American military attaché remarked to me. "They are paid for, not by the Ministry of Defense, but the Ministry of Education."

In the late Sixties, one Russian lad told me, the enemy in field maneuvers and classroom lectures at summer camps used to be explicitly identified as Americans. But with the coming of détente in the 1970s, some camps fuzzed the identification, though youngsters still understood who was meant. The silhouettes at target ranges, this lad said, all wear wide-brimmed headgear—"a symbol of the bourgeoisie so that we are 'properly instructed in the [Marxist] class approach.' " Another lanky teen-ager confided to me that he had found the routine all too realistic, beginning with the first day head-to-toe search to make sure no one had smuggled alcohol or some other contraband into camp. "The food was so terrible I could hardly eat—I was hungry the whole time," he moaned. His father, a pacifist, was pleased when his son returned shed of romantic ideas about the Army. "I didn't like the idea at first," the father confessed. "But it has its benefits. Now these boys have a realistic picture of the Army."

One result is that many young people strive desperately to get into some higher educational institution, any institution, to obtain a reserve commission and to avoid the compulsory two-year draft. But in universities, too, the courses are more serious than American ROTC programs. In addition to the standard drill about ranks, formations and military regulations and a two-month encampment before the senior year, the Soviet Army develops military applications for each student's academic specialty. Language students, one bearded young linguist told me, are prepared to become military translators. "We learn all the terminology and nomenclature of American weapons in our courses—to be ready for mobilization," he said. Biology students take courses in health measures in case of nuclear attack and study military parasitology and military microbiology, a girl biologist said. The girls at Moscow State University, and elsewhere, join the boys at the shooting range. "I lay down next to the colonel who was our instructor and he showed me how to hold the Kaleshnikov," smiled the biologist, a striking blonde with classic Slavic features made even more striking by her narrow Tatar eyes. "I shot three times. I couldn't even hit the wall. They couldn't find my bullets. But the colonel liked me. He gave me a C."

Comparison Sheet--Activity 4

Communist Do's	Communist Dont's

Activity 5

Instructional
Objective: While role playing, students will behave in the manner of their choice and accept the consequences for their decision.

Materials--None

Special Directions
to the Teacher: This is an optional activity dependent on the maturity of the students. It will probably be most effective with socially mature, responsible, and above average students.

Teacher Activities	Student Activities
Set up a Pioneer group made by combining the links to form one group. Each Pioneer is required to report anything that is done wrong to his link leader. The leader is to keep a record of who was reported and what the crime was.	Participate in role playing. Make decisions about reporting fellow Pioneers or not reporting them for wrong doings, such as, not paying attention, not completing work on time, dropped a pencil, talked while working, etc.
At the end of two or three hours, the leaders announce the guilty ones and their punishments. The leaders decide the punishments with the teacher's approval.	Leaders keep an accurate record of who reported someone and what was reported. Role play: guilty members leaders accepting punishments
Ask, "How did you feel as a Pioneer"? "As a leader"?	Discuss feelings and attitudes toward the group and leaders.
Ask, "In you opinion, would this be good for us"? "Why or why not"?	Express their opinions and discuss the reasons for feeling as they do.

Activity 6

Instructional
Objective: After analyzing materials and completing the study of Soviet youth groups, students will be able to cite reasons for their decision of whether it is better for a citizen to have limited choices or many choices.

Materials: Articles--"For Soviets: English, Music, Freedom in a New Homeland"
Rusinak, Alla. "How They Taught Me I Was a Jew"

Teacher Activities	Student Activities
Distribute materials to be read, discussed, and shared. Ask, "Why do you think the Zilpers decided to leave the Soviet Union"? "How might you feel as a person of a different nationality living in the Soviet Union--especially if you wished to leave"?	Students read and discuss materials. Express opinions about reasons for leaving. Express feelings about Alla and how they might feel if they were detained and refused permission to leave.
Ask, "Which country, the U.S. or U.S.S.R., do you think has better citizens according to choices of the individuals"?	Students make a decision and list reasons for their decision.
Ask, "Have your ideas of the Soviet Union changed since we began these activities"? How?	Discuss any changes which have taken place and list these changes.
Have students make a project to illustrate an idea about citizenship.	Design and make projects about citizenship, such as, write a paragraph, make a poster, make a diarama, make a mobile, write a song or words for a tune, present a skit, present a puppet show, give a speech, or construct a wall newspaper.

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For Soviets: English, music, freedom in a new homeland

Carolina People

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Raleigh, N.C. Page 9

By WENDY McBANE
Staff writer

By Soviet standards, the Zilpers led a privileged life in Moscow. Since Leonid Zilper played the cello for the best Russian symphonies, his family could shop in stores offering food of high quality and hard-to-find items such as blue jeans for reasonable prices.

Zilper and his wife Nadia could gather with their close friends among the Soviet intelligentsia to discuss music and art. But it was only with these, their closest friends, that the Zilpers could speak freely.

"We could not speak," Zilper said, turning an imaginary knob on his temple to show how Soviet citizens must tune their minds. "All it takes is one person to write to the KGB that so-and-so said this, and that's it. You're dead."

That's why the couple left the Soviet Union to come to New York with their children Vera and Peter two years ago. In September of 1976, Zilper answered an advertisement and was accepted as a cellist with the North Carolina Symphony. Today they make their home on Glascock Street here.

Penniless

Even after they arrived in America, the Zilpers were far from free. The immigration procedure left them penniless and with no way to earn a living. But their biggest problem, Mrs. Zilper said, was the English neither understood.

Mrs. Zilper recalled being exhausted after every bout with the language. For the children, English came easily from classmates and friends. Vera, who is now 8, can also read, write and speak Russian. Teaching Russian to Peter, who was only 4 when they left Russia, has been a losing battle for the Zilpers.

"After school, he is gone to play with his friends," Mrs. Zilper said.

Currently enrolled in the N.C. State University Summer Institute for Foreign Students, Mrs. Zilper hopes to increase her proficiency in English enough so that she can enter the University of North Carolina in Chapel Hill to get her master's degree in library science.

Cellos left

For her husband, the worst part of leaving Russia was parting with his five Italian cellos in accordance with immigration regulations. Until they can save the $20,000 needed for a new instrument, Zilper is using a cello he bought soon after arriving.

"It is a wooden box but it is not an instrument," his wife said. "I don't know how he plays it but he does. It must be torture for him."

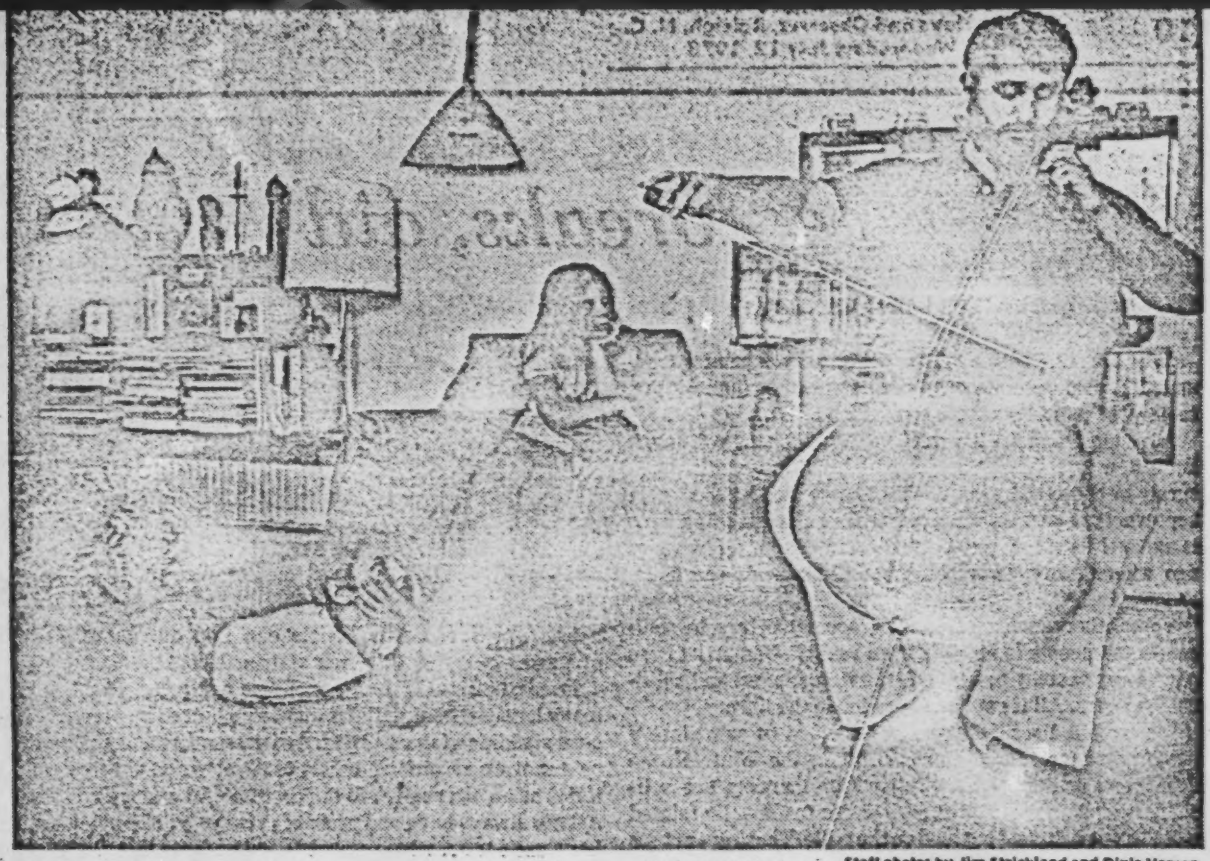
Such obstacles as having to leave one's only means of livelihood behind are scattered throughout the immigration process. At every point along the way there are hurdles to clear, Zilper said.

To start with, no information is published about how to go about leaving the country. People must find someone with experience, someone who has been refused or who is still waiting, to ask. According to Zilper, this is already dangerous since the KGB watches these people.

As soon as he made application, Zilper had to leave his job with the Moscow Symphony. Mrs. Zilper had quit her job as an historian and archivist in the Moscow Kremlin museum long before they applied to avoid causing trouble for her colleages.

For the Zilpers, the wait without income was six months. They were lucky. Some peole wait for as long as eight years, Zilper said.

"At every small permission, they make trouble," Zilper said. When someone asks to leave the country, he must pay to have his citizenship taken away. It cost



Staff photos by Jim Strickland and Dixie Vereen

Peter and Vera listen to father, Leonid Zilper practice the cello in their Raleigh home. At left, Nadia Zilper talks about her new life and classes.

about $650 for each member of the family. Soviet authorities inspected every page of every book the Zilpers brought with them.

It was during world tours with the symphony that Zilper first glimpsed a world the Soviet newpapers never mentioned. In 1967 he toured Czechoslovakia and compared the accounts of the unrest there given in the Czech and Soviet newspapers.

"The first time it is like a shock. You start to doubt everything," he said. "When we realized finally these lies, we didn't believe any government words."

Zilper still buys the Russian paper when he visits New York, not for news from home but rather for laughs. "It's unbelievable, it's so stupid," he said.

But no one would find Zilper skimming the New York Times when he lived in Moscow. Only a dissident would dare an act so dangerous, he said.

The Zilpers weren't dissidents. They were a more-or-less average Soviet family who left relatives behind. But the separation between them is growing to be more than distance.

"It seems in the letters that they don't believe us, like they don't believe things could be so good. The more we live here, the less they understand us and the less we understand them," Zilper said about his parents.

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How They Taught Me I Was a Jew

Alla Rusinek was born and lived in the Soviet Union until November 1970, when she was permitted finally to emigrate to Israel. Thousands of protests like Alla's and continuous violent agitation on the part of Soviet Jews has finally compelled or persuaded Soviet authorities to permit an increasing number of Jews to emigrate to Israel.

YOU ASK ME how I came to the idea of leaving the Soviet Union and going to Israel. I think that though I heard about Israel only four years ago my whole life was the way to it. You can see it yourself.

I was born in Moscow in 1949 and was the most typical Soviet girl. I studied well, was a young Pioneer-Leninist. My classmates thought me very ambitious. But they were wrong. My family was very poor. Mother brought us up, two daughters, without a father and having a very low salary. We never had new clothes. I never thought about our poverty. I was sure that everybody lived this way, at least the families of engineers, because my mother was an engineer.

I gave all my time to my school, my Pioneer organization and later the Young Communist League — the Komsomol. I worked hard. And I was happy coming home late after school. According to Communist ideals "the individual must sacrifice his own personal interests for that of the socialist society at large." And I loved my country, my Soviet people.

My? Yes, I thought it was mine. But there was something that made me different from other people. I happened to be born a

Jew. I don't know what it meant but it was written in my identity card: *yevreika*. My Russian classmates insulted each other with this word. I saw it written in chalk on the walls of the houses. It was written very distinctly in my identity card and legalized by a round seal of the government. At the beginning of every school year the teacher asked everybody: "Your name and nationality." I answered in whispers.

Little by little I began to understand what it meant to be Jewish. In 1961 I was not admitted to a special English high school. In 1966 I was not admitted to the Institute of Foreign Languages. I thought it was my personal failure and couldn't understand why the examiner, looking at my identity card, said that I didn't speak good Russian.

Well, in other words I understood at last. They don't want me, I am a stranger, this is not my country. But where is a place for me? I began to be proud of being Jewish.

When I heard about Israel in 1967, about "an aggressive, capitalist state, an agent of US imperialism in the Middle East," I didn't fail to understand it was my home, my people, defending their young state. I understood that to be Jewish meant to belong to the Jewish nation with its history, culture, religion.

I began to study Hebrew. In some old books I learned the first facts about Jewish history: the Maccabees, the Warsaw ghetto. For the first time in my life I went to the synagogue, the only synagogue in Moscow, where I saw thousands of people who looked like me and thought like me. We sang Jewish songs, we danced Israeli dances. It was wonderful but it was dangerous. Secret police entered my life. I was expelled from the Komsomol, then I lost my job. They followed me, they searched me, they called me in for "frank talks" and threatened me. What did I think then about Communism? I didn't think. I was tired and frightened. For two years I applied for an exit visa and was refused. I applied alone. Mother had died after eight years of dreadful disease.

I was not alone in this struggle. There were thousands of us in Russia who came to the synagogue to sing. And among them was one, the most handsome boy in the Soviet Union at least. A year after we met at a Chanukah party we married. We were in a hurry, any of us could be arrested then in the summer of 1970. Most of our friends were arrested then in Leningrad and Riga. We didn't want to lose each other.

A week after our marriage I was informed that I had to leave the country within six days and alone.

Please, don't ask me what I felt. I don't remember. Perhaps I was in a deep shock. No, I didn't cry. His family paid for me the sum the Soviets demanded for "renunciation of Soviet citizenship" — nine hundred rubles [nearly one thousand dollars]. I never thought I owned such an expensive thing or I would have sold it and bought something nice. All these months I have hoped they would allow him to join me. We are husband and wife. One family. But he has not been allowed to leave.

You ask me what I think about Israel now that I live there. It is difficult to answer this question. It's the same as if you asked me what I thought about myself. I can't praise myself. Israel is me and I am Israel.

P.S. I have just learned today after my article was written that my husband has been granted permission to leave the Soviet Union and join me in Israel. I wish to express my thanks to everyone who has helped, and particularly to the American people.

ACTIVITY SET EVALUATION

(To be used as a pre-post test)

1. Compare your life with that of a Young Pioneer your age.

2. List as many important characteristics of citizenship as you can:

U.S.A.	U.S.S.R.

3. Given the opportunity to be a top ranking government official in the U.S.A. or in U.S.S.R., which would you choose? Explain the reasons for your choice.

CHINA: THE EDUCATIONAL SYSTEM

Grade 7

Cynthia G. Carter
Vaiden-Whitley Middle School
Wake County Schools
Wendell, N. C.

A PRODUCT OF:

Project ACE
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Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

Before the teacher begins this set, he/she should have introduced to the students the basic knowledge skills on the structure of government in Communist China before and after the revolution as well as the cultural life styles. The purpose of this is to enable the students to make analogies as to why the government directly controls education and as to how this influences the people's ideologies in world affairs.

The following vocabulary words are important to the understanding of the unit and should be taught before beginning the activity set:

values	culture	capitalism
morals	Looking Glass Theory	imperialism
misperceptions	ethnocentrism	communism
stereotypes	Cultural Revolution	collectivism
propaganda	Bill of Rights	communes
	Teachings of Chairman Mao	

SUPPLEMENTAL INFORMATION

Note to the Teacher:

Teachers may wish to place these on a bulletin board to stimulate interest before teaching the activity set on China.

On the onset of the teaching of Chinese education, the students may enjoy learning some of the Chinese counterparts of American numbers and words.

English	Chinese--Pronunciations	
1	i	(ee)
2	erh	(er)
3	san	(sahn)
4	sze	(tsuh)
5	wu	(woo)
6	liu	(lyou)
7	chi	(chee)
8	ba	(bah)
9	ju	(jew)
10	shih	(shirh)
100	i pai	(ee pie)
1,000	i chien	(ee chee-en)

Words		
Yes.	Shih	(shirh)
No.	Pu shih	(boo shirh)
Please.	Ch ing	(cheeng)
Thank you.	Hsieh-hsieh ni	(shee-shee nee)
How are you?	Ni hao	(nee how)
Excuse me.	Debuchi	(deh-boo-chee)
Good-bye!	Tsai chien	(tsigh jen)

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
China: Education and the Future. New York: Educational Design, Inc., (Cost = $24.00).	1
"Through the Cultural Looking Glass." Perception/ Misperception: China/U.S.A. (Published by Schloat Productions) Culver City, Calif.: Social Studies School Service, (Cost = $31.00).	1
Slides	
"Children in the Chinese School System--Ten slides from the collection of Audrey Bonrud	1
Transparencies	
"The Chinese Educational Process"	1
EXCERPTS FROM BOOKS:	
"Keep Up Revolutionary Vigilance All the Time." Survey of Mainland Press, 1964, p.38.	35
McKeown, Robin J. "Learning in China Today." Asia, World Studies Inquiry Series. San Francisco: Field Educational Publications, Inc., 1969.	35
McKeown, Robin J. "School Days in Old China." Asia, World Studies Inquiry Publications, Inc., 1969.	35
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Education and the Future	35
Excerpts from "The Teachings of Chairman Mao"	35
Explanation of Pictures on Value Sheet	35
Moral Dilemma	35
Selected Summary of the Bill of Rights	35
Summation of Chairman Mao's Theory	35
Through the Cultural Looking Glass	35
Value Sheet	35

For the Teacher As Background Information

	No. Per Act. Set
BOOKS:	
Watson, Andrew. Living In China. Totowa, N.J.: Littlefield, Adams and Co., 1977 (Cost = $2.95).	1
WORKSHEETS:	
Education and the Future Answer Sheet	1
Suggested Question for "The Chinese Educational Process" Transparency	1
Activity Set Evaluation Answer Key	1

RESOURCE MATERIALS ALSO RECOMMENDED

For the Teacher As Background Information

BOOKS:

Appel, Benjamin. Why the Chinese Are the Way They Are. Boston: Little, Brown and Company, 1973.

Chu, Daniel, China, Scholastic World Cultures Program. New York: Scholastic Book Services, 1973.

Galston, Arthur W., and Jean S. Savage. Daily Life in Peoples China. New York: Washington Square Press, 1973.

McKeown, Robin J. Asia, World Studies Inquiry Series. New Jersey: Field Educational Publications, Inc., 1969.

Tregear, T. R. The Chinese: How They Live and Work. Washington: Praeger Publishers, 1973.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Revolution
Culture
Freedom of Choice
Comparison and Contrast

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will know that misperceptions in American society concerning the Chinese have molded and established basic evaluations of these people without well-defined justifications.	1,6
Students will know that education in China coincides directly with and serves the purpose of the political process.	3,4,6
The students will know that the Communist takeover in 1949 turned the Chinese education in a new direction.	3
The students will know that Communism dictates the thoughts and actions of her people, however, some differences among these people do exist.	4
Students will know that in order to live in our present-day society, it is necessary to understand the reasons why similarities and differences occur.	1,2,3,4,5
2. Skills	
Students will work together in groups learning how to share ideas and compromise situations.	1,4
Students will be able to use resource and reference materials to locate information on the Chinese educational system and the terminologies which are relevant to its process.	2,3,4,5
Students will analyze the Chinese educational system and be able to make certain basic comparisons between China and the United States.	2,3,4,5
Students will use cognitive thinking in combining all information in forming a better understanding of the "hows" and "whys" of policy making.	2,3,4,6

II. Objectives (Continued)

	Activity Number
3. Valuing	
Students will understand that culture and politics are parallel to the educational structure of a society.	1,2,3,4,6
Students will analyze how countries come to have certain qualities that are inherent to their specific culture.	3,4
Students will analyze values pertaining to the similarities and differences between Chinese and American educational systems.	1,2,3,6
4. Responsible Behavior	
Students will cope with the consequences of decision-making.	4
Students will accept the interdependence societies have in regard to one another.	2,3,4

Activity 1

Instructional
Objective: After participating in the value sheet activity, students will be able to list reasons why they selected the one picture of their choice.

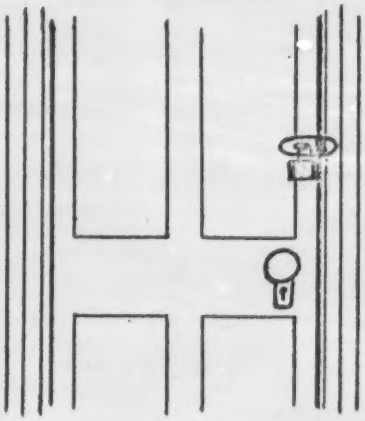
Materials: Handouts--Explanation of Pictures on Value Sheet
Value Sheet
Other--Tape

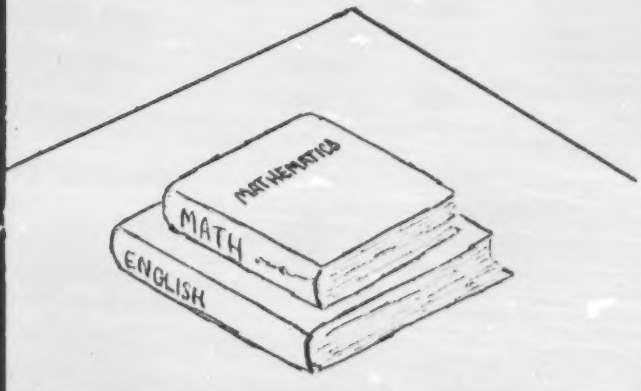
Teacher Activities	Student Activities
Have a discussion with entire class on what is a value.	Student responses
Hand out "Value Sheet." Instruct students to look at the pictures which represent basic universal areas of values, i.e.: family, friends, self, religion, privacy, freedom, education and money. They are to choose, <u>one</u> area that they value the most.	Students will select the picture which represents the area they value the most. They are to tear that particular block out from the hand-out.
Hand a piece of tape to each student and attach the tape to their blocks. Label each of the categories on the chalkboard, or a large sheet of graph paper, preferably at the front of the room for all students to see. Call each category individually and have the students come to the board and tape their blocks alongside of the category they selected. Make certain that they place their piece of paper next to each other in a horizontal line. The purpose of this is to produce a chart/graph which they can observe and later discuss.	Students will take their blocks to the front of the room and place their responses in a horizontal line next to their respective categories.
Suggested questions for discussion and evaluation of the graph:	
1. What have we as a group first done?	Constructed a graph by taping up our pictures on the wall.

Activity 1 (Continued)

Teacher Activities	Student Activities
2. What conclusion can we draw by examining the graph?	Not all students in our class have the same values.
3. Why do these differences in values exist?	Because of our environment, families, choice of religion and our own individuality.
4. Is someone right or wrong because of the value he or she possesses?	Answers will vary, but it should be stressed that differences of opinions exist and there is no right or wrong answer.
5. What have you learned from this exercise?	Students have learned that people are different for various reasons and that everyone should allow for these differences.

VALUE SHEET





Explanation of Pictures on Value Sheet

FAMILY	FRIENDS
YOURSELF	RELIGION
PRIVACY	FREEDOM
EDUCATION	MONEY

Activity 2

Instructional
Objective: At the completion of this activity, students will be able to compare and contrast various aspects of the American and Communist Chinese life styles.

Materials: Filmstrip--"Through the Cultural Looking Glass"
Worksheet--Through the Cultural Looking Glass

Teacher Activities	Student Activities
Divide the class into five groups of 4 to 5 students each.	After they have completed their individual lists, the students should come together and discuss their lists to formulate <u>one</u> composite.
Tell the students to brainstorm as to the overriding aim of education in the United States. Have them write down 5 or 6 items describing their "perceptions" of the purpose of education in the U.S. - give them ideas for areas of concentration.	Discussion
Place composite on transparency, chalkboard, or large sheet of paper at the front of the room.	
Distribute the worksheet "Through the Cultural Looking Glass" and review the questions briefly before showing the filmstrip.	
Show filmstrip, "Through the Cultural Looking Glass."	View Filmstrip
Conclude the activity be reviewing the answers to the worksheet in depth.	

THROUGH THE CULTURAL LOOKING GLASS

Questions for all students to answer.

1. How did Communism change the family life?

2.a. What role do day care centers play in the influencing of a child's attitude toward the government?

b. Compare the role of the Chinese day care center with those we have in the United States.

3. Compare the Chinese family community with the "traditional" American neighborhood.

4. Define youth groups. How do they combine ideas of education and politics?

*5. Contrast Chinese youth groups with American Boy Scouts. What do they stress as important for participation? Why? Do they effect others? Are they representative to the needs of the government?

*6. How do art styles reflect attitudes of people in general? Of people in China?

*Starred items preferably used for more advanced students.

Activity 3

Instructional
Objective: Upon completion of this activity, students will be able to describe ways in which the Chinese education system changed after the communist political system was instituted (i.e. 1949) on mainland China.

Materials: Excerpts--McKeown, R.J. "Learning In China Today"
McKeown, R.J. "School Days in Old China"
Slides--Children in the Chinese School System
Transparencies--The Chinese Educational Process
Other--Chart Paper
Crayons or magic markers

Teacher Activities	Student Activities
Show 10 of the slides on Education in China and have students observe the slides, make hypotheses as to what they think education is like in China. Have them compare this to their individual school. This can be either in form of discussion group or individual writing.	View slides, list observations, make hypothesis, make comparisons.
Show transparency on "The Chinese Educational Process."	View transparency.
Teacher should guide students through an explanation as to what the transparency says. Questions are provided to correspond with each overlay.	Participate in Discussion. Offer explanations as to the "whys" and "hows".
Divide students into groups. Give students excerpts from McKeown's book entitled "School Days in Old China" and "Learning in China Today." Allow for half the class to read, discuss and write down their perceptions of education in China before 1949 and after.	Participate in group work.
Group A--What changes came about? How? Why? For the good of the people? For the benefit of the government?	

Activity 3 (Continued)

Teacher Activities	Student Activities
Send the other half of the class to the library to research on changes in American Education since the 1700's It does not have to be of any great length.	
Group B--Deal with same question areas as previously stated.	
Switch group assignments upon completion of both these activities. Allow the groups sufficient time to compose a chart of their own, comparing and contrasting Chinese Education--pre 1949 and post 1949. Compare American Education--pre 1700 and post 1700.	Students construct a chart comparing changes in both the Chinese and American educational process.
When they have finished their chart, have a representative from each group come to the front of the chalkboard and write one observation under the four categories. The group may repeat anothers answer.	Participate in an evaluative discussion.
When the chart is finished, have students reach some conclusions as to what change came, when, why, how. Are their any differences of similarities between the two?	

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School Days in Old China

The nine boys, Wang Yu among them, sat in a circle on the floor. A stern-faced, white-bearded man sat in the center of the circle, a book in his wrinkled hands. The man would read a line from the book. The boys would repeat the line. This had been going on since shortly before dawn. It would continue until after dark.

Day after day, the boys came to the home of the old teacher. Day after day, they repeated each line after him. The boys had no idea what the words meant, but they were learning them by heart. Wang Yu was one of the best pupils. He had already learned hundreds of lines, and hundreds of the Chinese signs that formed the words.

Wang Yu's school was called a family school. The teacher was an important person to the families of his pupils. The Chinese have a saying that shows how they feel about teachers. "He who teaches a child for one day becomes the father of that child's lifetime," they say. And in the family school, the teacher ruled.

Chinese parents felt that they could not train their own children well. They loved them too much. So they sent the boys (but never the girls) to a strict teacher. In their view, it was not enough for a teacher to have great knowledge. He must also be willing to beat students for being lazy. "Spare the rod and spoil the child" may have started as a Chinese saying. Indeed, on Wang Yu's first day of school he brought a present for the teacher. Wang Yu's father had made the present. His mother had wrapped it beautifully in bright red paper. It was a bamboo rod to be used on Wang Yu if he did not behave.

So Wang Yu behaved. Starting at the age of six, he learned every line of the Four Books. When he could say every line perfectly by heart, the teacher began to explain the meanings. This, too, was done line by line. Next came the Thirteen Classics. By the time he left the family school, Wang Yu could read and write the classics perfectly.

Writing in China was a fine art. Pupils who studied the classics in the morning studied writing in the afternoon. The teacher walked around,

Taken From: McKeown, R.J. Asia, World Studies Inquiry Series. San Francisco: Field Educational Productions, Inc., 1969

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looking at everyone's work. He praised some, frowned at others. Sometimes, without warning, he would try to snatch the writing brush from a boy's hand. Wang Yu knew that trick. He kept a tight hold on his brush. The teacher could not take it.

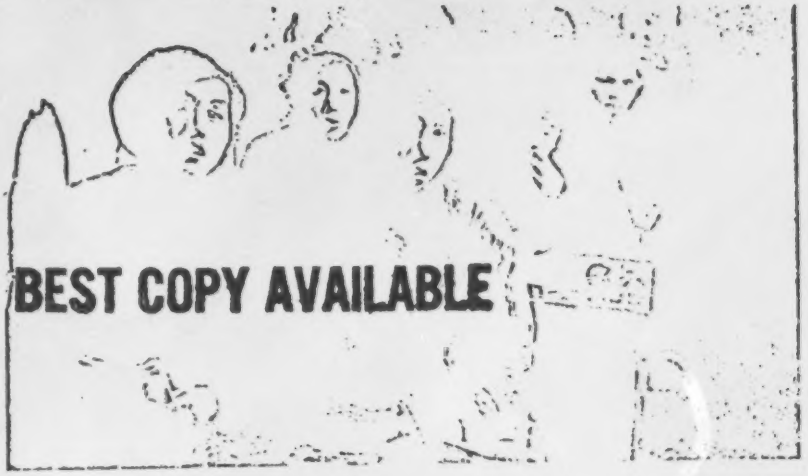
"Good! Good!" said the old man. "To write well, you must hold the brush in a tight grip."

Wang Yu knew another trick. He and some of the other boys tied heavy books to their writing arms. It was hard to write that way. What made it even harder was that they were supposed to write without letting their forearms touch the desk. But later on, when the books were removed, writing became easy. The arms were strong. The strokes of the brush were clear and sure.

Wang Yu's schooling lasted twenty years. Besides the Four Books and the Thirteen Classics, he studied Chinese history. At last he was ready to take the imperial tests. He passed them. Like the white-bearded teacher in the family school, Wang Yu had become a scholar and a master.

This ink-on-paper picture was done to help the 17th-century artist remember his happy days of study.

pupils must be taught much more than school subjects. When they first arrive, they may know nothing about keeping themselves clean. They have never heard of good health habits that help prevent sickness. Not only do they learn these things, they are expected to teach their parents, too. They are expected to help make all of China a healthful place to live.



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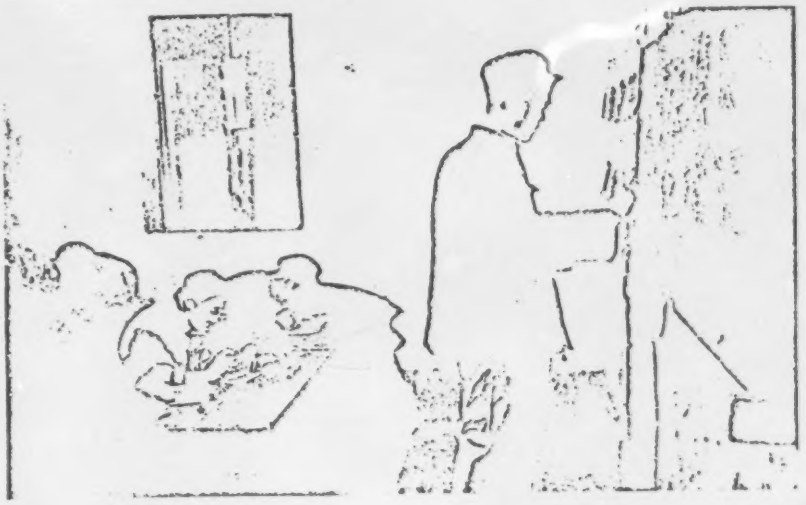
Chinese peasants today are expected to keep records and accounts. To do that, they must learn to read, write, and do arithmetic. In distant places, where schools are scarce, students from the cities go to serve as teachers.

A school assignment in China may be to shovel manure or clear stones from a hill. What are these students doing?



All over Communist China, there is much interest in the country's prehistoric past. These students are learning about "Peking Man," a caveman ancestor of 400,000 years ago.

The government of China attaches great importance to scientific training. This girl, like three fourths of all China's university students, spends most of her time in a lab.

Learning in China Today

Schools in Old China were for rich men's sons. In most villages, where the poor people lived, there were neither schools nor teachers. Few people could read or write. Children worked with their parents in the fields. What need had they of learning?

But things changed in 1949. That was when the Communist government took over. School children still work. The government wants them to honor work and workers. But they go to school, too. Hundreds of millions of Chinese children, in farming villages as in big cities, go to school. There are as many girls as boys. Many of them go on to college. Even farmers, factory workers, and old people go to school. In most classrooms there is a big poster. It says: "Everyone must know how to read and write. Children must help their parents learn."

In Wang Yu's school, everyone had tried to do better than his fellows. In present-day China, however, the picture is different. Every student is expected to help his fellows. Grades are not important. "We want you to be more than just good students," the teachers say. "You must be good, collective-minded human beings."

There is another way in which today's schools are different from the old. There are few beatings. No one is ever punished with a bamboo rod. For a teacher to strike a pupil is a crime. The government wants problems settled by discussion. The pupils settle some by talking among themselves. Sometimes they talk with the teacher or the head of the school. Sometimes the teacher and the parents talk together to get things straightened out.

Learning by heart has no place in the new schools of China, either. Teachers try to get the pupils to want to learn, to figure things out for themselves. They want students to enjoy their studies and always to be eager for more. At the same time, of course, young people are expected to work hard. The school day begins at 8:00 in the morning and lasts till 5:00 P.M. The school year is eleven months long, and classes meet six days a week. Each class lasts forty or fifty minutes.

Here is a list of subjects a Chinese boy or girl of junior high school age might take: mathematics; science; nature study; reading, writing, and composition in Chinese; Chinese history; agriculture; English or Russian; art; music; and sports (favorites are volleyball and basketball). Each agriculture student works in the school vegetable garden an hour and a half a week. High school students must take military training. And every pupil in every school is expected to do an hour and a half of homework every day after five o'clock.

Taken From: McKeown, R.J. Asia, World Studies Inquiry Series. San Francisco: Field Educational Productions, Inc., 1969

SUGGESTED QUESTIONS FOR "THE CHINESE EDUCATIONAL PROCESS"

Overlay 1

1. What was taking place in China during 1949?
2. Cite evidence from past learning to prove that the educational system did make changes since the Communist Revolution.
3. Which group of people are the most educated? The least? Does this make sense to you? Does it fit into the definition you know of Communism? Why do you suppose that this is true?
4. Can you see a direct correlation between education and politics?
5. If you were to construct a similar chart on the educational system in the U.S., how do you suppose it would look?

Overlay 2

1. Why does most of the education seem to come predominately from the home?
2. What percentage of the Chinese population receives formal education?
3. Is this good or bad? Why? Why not?
4. Does the lack of education have any influence on poverty or disorder?

Overlay 3

1. What differences can you notice between education before and after 1949?
2. What problems existed in each case?
3. Are these problems related to the period of time?
4. Is education in China for the betterment of the individual or the government? Cite evidence to prove your position.

Overlay 4

1. Why is 1949 such a significant date?
2. What obvious changes have taken place in China in the area of education?
3. Is the government directly responsible for most of this change?
4. Do you think the same applies in our country? Explain.

Activity 4

Instructional
Objective: After examining both the Bill of Rights and excerpts from The Teachings of Chairman Mao, students will be able to compare and contrast the values stressed in each of these writings.

Materials: Handouts--Excerpts from "The Teachings of Chairman Mao"
Moral Dilemma
Selected Summary of The Bill of Rights

Special Directions
to the Teacher:

In this lesson, the teacher has some freedom to include some background information on basic American rights assured to us by the Constitution, such as freedom of speech and press. Our country was founded on a process of dissent and protest. Bring in the Bill of Rights. Discuss these rights with the class. What is stressed, the individual or the government?

Communist countries do not allow for what we deem as individual "inalienable rights." Discuss at this time "The Teachings of Chairman Mao" in the same context as the Bill of Rights. Compare and contrast. Civil Rights could also be discussed at this time.

Teacher Activities	Student Activities
Handout to each student a copy of the "Bill of Rights." Go through each of the amendments given, explain them to the students.	Discuss
Handout a copy of excerpts from "The Teachings of Chairman Mao." Discuss these thoroughly with the students.	Discuss
Lead them into a discussion on comparing and contrasting government influence on individual rights in reguard to education.	Compare and Contrast.
Group students in groups of 2 or 3. Hand out "Moral Dilemma." Advise students to read through dilemma first, then go back and read "excerpts" before they arrive at a decision.	At the bottom of the dilemma, have each group decide how they would solve the situation if they were Loo Shih-wei in Communist China.

Activity 4 (Continued)

Teacher Activities	Student Activities
Culminating activity--open discussion as to their responses and why. What was your decision? What did you base it on? Why? Are there any other alternatives? If so, what are they? What would be the consequences to these alternatives?	Open discussion
Bring out that in Activity 2 there was mention of the school structure. Now, bring out that in many schools, open-book exams are given and in many cases, discussions between the student and teacher are permitted. In most cases this will motivate a discussion.	Comment on information presented.
After this has been approached, remind them that to gain something, you often have to give up something else. What are students in China actually gaining in the long run (since competition in Chinese schools is so keen?) Is it worth giving up what we have now? Could there be a compromise?	Respond
Discuss the concept of mainstreaming in the U.S. vs. China.	Discuss

Selected Summary of the
Bill of Rights

1. Guarantees freedom of speech, religion, press, petition, and assembly.

2. Guarantees the right of the people to bear arms.

6. Assures a citizen of the right to a fair trail by jury.

9. Denies the federal government any control over rights not listed in the Constitution.

15. Gives equal rights to all citizens reguardless of race or color.

19. Gives women the right to vote.

Excerpts from "The Teachings of Chairman Mao"

1. Education in China must teach the children:

   Academic studies
   Political workings of the government
   Requires children to <u>work</u> at some job

2. The educational system in China must provide each individual with enough education so he may help the country out <u>morally</u>, <u>intellectually</u>, and <u>physically</u>.

3. Book knowledge is not the most important part of education. They (the students) should learn about industry, agriculture, and military affairs.

4. Education should teach a dislike for money or wealth.

5. Universities, or other areas of higher education, are only good when they conform to the thoughts of the government.

6. To be excepted in a university, grades are not as important as the fact that they should be workers and peasants who have contributed to the labor force. After they finish their education, the student should return to his work.

7. The PLA (workers propaganda team) will police the schools to make sure that education does not differ from the teachings of the government.

Summation of Chairman Mao's Theory

"If you go along with the group," the lesson seems to say, "you'll get along and be accepted by your fellows. If, however, you deviate, we will continue to work on you to get you to conform."

Quotations from Chairman Mao

MORAL DILEMMA

Directions to the Student

Read the following dilemma carefully, seeing it not through the eyes of a seventh grade student in the U.S., but through the eyes of Loo Shih-wei in Red China. After you have read the dilemma, look over the excerpts from Chairman Mao. On the back of the page, or on your own notebook paper, decide what you would do if you were Loo and why.

Remember, it is emphasized to Chinese children that although final examinations are given in school and grades are received, these are not the main criteria for advancement. Attitudes toward the group and morals are more important. Many students find it necessary to volunteer their services to help those who are less fortunate, such as the mentally retarded or physically handicapped. No special schools or classes are designed for such students in China. The sole responsibility falls on the people themselves and figures into the advancement of the "pupil" as an asset to society in progressing up the educational pyramid.

Dilemma

Loo Shih-wei is the eldest son, of five other brother and sisters, of a poor peasant farmer in Peking province. Although Chinese families are an extremely close-knit unit, Loo's father must work long hours on their farm to maintain it. Consequently, Loo is closest to his grandfather, Lin Yutang, and his youngest brother Chi, who is retarded.

Loo has always excelled in his academic studies and is being sighted by the government as a leading candidate for the engineering school at the University of Peking. This has always been Loo's dream--to become a great engineer, work in the city, and leave the farm that he has lived on all his life and has disliked and resented more each year. He has watched his father grow old before his time and suffer from his lack of education. Loo wanted more out of his life than this meager existence.

Lin has contributed a great deal to Loo's thinking. He was raised in China before the Communist takeover when freedom of thought for individual rights was not as condemned as it is now. He has taught Loo to respect individual differences and to be compassionate for those less fortunate. Here Loo's dilemma begins.

In China the Communists do not allow for special differences in ability. Loo's younger brother Chi has always regarded Loo as his father, for Loo was always there when he needed him. Loo realizes his brother requires special care, as do others with similar disabilities. If he ignores his brother's needs, he will suffer greatly, never be able to cope with life, and be consumed in the masses. He will go off to school, become an engineer, and leave his brother behind on the farm.

On the other hand, if he takes the stand as an activist moderator on behalf of the handicapped, he risks the possibility of being labeled a "dissident" in the eyes of the government, losing his scholarship to the university, not becoming an engineer, and remaining on his father's farm for the remainder of his lifetime.

Loo must make a decision. Will it be his brother's welfare or his success?

Activity 5

Instructional
Objective: Upon the completion of this activity, students will be able to describe the strategy for analyzing newspaper articles from various points of view.

Materials: Excerpts--Keep Up Revolutionary Vigilance All the Time
Other--Newspaper or magazine articles to be located by the students or teacher

Special Directions
to the Teacher:
This activity is designed for the more advanced students. They may, however, share their findings with the other members of the class.

Teacher Activities	Student Activities
Begin by having the students read "keep Up Revolutionary Vigilance All the Time," or other selected newspaper articles regarding mainland China.	Students read the newspaper articles and then divide up into groups of 2's in order to discuss the articles from the: a. Chinese point of view b. American point of view
Distribute in class or have students find an article of their choice that deals with a similar topic. Allow students to locate recent articles in the newspaper or magazine that deals with the same concepts; bring to class and share with the rest of the students.	Students read and then discuss within their groups the basic comparisons between the two articles: a. Point of view from which each article was written b. Political overtones present?
Conclude the lesson by having students reach some basic conclusions regarding how and why these were written, the effects of the articles on the reader and the representativeness of their country.	

Activity 6

Instructional Objective: After viewing the filmstrip, China: Education and the Future," students will be able to formulate generalizations about the communist Chinese education system and will be able to compare the Chinese education system with that of the United States.

Materials: Filmstrip--China: Education and the Future
Worksheet--Education and the Future

Teacher Activities	Student Activities
Introduce the filmstrip, China: Education and the Future. (Teacher should preview the film prior to showing to the class)	Listen and respond.
Show filmstrip.	Watch filmstrip.
Distribute the worksheet, "Education and the Future."	Students answer questions individually or in a group.

Education and the Future

1. Where has the Communist Chinese government made its biggest committment? Why?

2. What is the name of the individual who has influenced this committment the most?

3. What is the Little Red Book and why is it so important?

4. Define propaganda. How would the Little Red Book apply to this definition?

5. What types of problems do the schools in China deal with along with the basic academic courses? Do we deal with these same problems in the schools of the United States? Why or why not?

6. Is there a certain age at which these children should begin contributing to society?

7. What is meant by the quotation "Intellectual work must have a social product"?

8. What is a Brigade Unit in Communist China? How is it similar and/or different from a student council in the U.S.?

9. What do the teachers in Communist China stress for the individual? What do teachers in the United States stress for the individual?

10. Why is education so important to the success of the government?

11. Why do high school students receive much of their education outside of the classroom?

12. What is the May 7th school? Discuss its importance and how it aids the government. Do the people in the United States have anything similar to this school? Why or why not?

13. Why is Chinese education considered to be collective and totalitarian?

14. What advances has education brought in the areas of ERA?

15. How did Mao extend his thoughts into religion? Why did he attack Confucius? What was his purpose for this?

16. Does China have a draft system such as in the U.S.? Why do you think it would be difficult to get into the army?

17. What are the duties of the Red Guards? Compare them to the Gestapo in Hitler's Germany and the police in the United States.

18. How has the propaganda paid off in relation to the thinkings of the people toward their government?

Education and the Future
Answer Sheet

1. Where has the Communist Chinese government made its biggest committment? Why?

   The biggest committment has been in the area of education, because it is Mao's chief device in the creation of the new man and of a society in which the needs of others come before the needs of self.

2. What is the name of the individual who has influenced this committment the most?

   Chairman Mao, leader of the Chinese Communist Party.

3. What is the Little Red Book and why is it so important?

   The Little Red Book is the primary source of education and all students must study it. The Little Red Book teaches the communist philosophy.

4. Define propaganda. How would the Little Red Book apply to this definition?

   The Little Red Book allows for little change interpretation and teaches students at a very young age that the state is the most important thing.

5. What types of problems do the schools in China deal with along with the basic academic courses? Do we deal with these same problems in the schools of the United States? Why or why not?

   Schools in China deal with construction, farming, production and with people working together and cooperating.

6. Is there a certain age at which these children should begin contributing to society?

   No, children are expected to contribute to society as early as they are able to. Even kindergarten students package lightbulbs.

7. What is meant by the quotation "Intellectual work must have a social product"?

   All intellectual thinking should result in a product which improves the well being of individuals in society.

8. What is a Brigade Unit in Communist China? How is it similar and/or different from a student council in the U.S.?

   The Brigade Unit is the school's student body. Each grade is a team that is periodically called upon to accomplish a work project.

9. What do the teachers in Communist China stress for the individual? What do teachers in the United States stress for the individual?

   The teachers in Communist China stress that the individual should work for the good of the group, where as the teachers in the U.S. stress that individuals should work for the improvement of self.

10. Why is education so important to the success of the government?

The educational system in Communist China teaches the doctrine of the communist government.

11. Why do high school students receive much of their education outside of the classroom?

Much of Chinese education stresses learning of proper attitudes as well as skills. Students are programmed to contribute something tangible while they are learning.

12. What is the May 7th school? Discuss its importance and how it aids the government. Do the people in the United States have anything similar to this school? Why or why not?

The May 7th School is a school for adults. It takes its name and ideas from a speech by Mao in which professionals were asked to wipe-out the differences between themselves and the peasants, by working with their hands. No school is similar to this in the U.S.

13. Why is Chinese education considered to be collective and totalitarian?

Chinese education is considered to be collective, since it stress working for the group and it is totalitarian, because freedom of thought is not permitted.

14. What advances has education brought in the areas of ERA?

Equality between the sexed is practiced in China.

15. How did Mao extend his thoughts into religion? Why did he attack Confucius? What was his purpose for this?

Maoism replaced confucianism as the dominant ideology. The Little Red Book containing Mao's thoughts became the new Bible.

16. Does China have a draft system such as in the U.S.? Why do you think it would be difficult to get into the army?

The people in the form of a militia are a part of the Army. Soldiers are idealized in Communist China.

17. What are the duties of the Red Guards? Compare them to the Gestapo in Hitler's Germany and the police in the United States.

The duties of the Red Guards was to attack both old ways of thinking and entrenced officials. The Red Guards do not serve as police, but rather as cultural reformers.

18. How has the propaganda paid off in relation to the thinkings of the people toward their government?

The values of the new state are internalized. For the Chinese, government is no longer a feeling of them, but of us. This is not true of any other communist country.

ACTIVITY SET EVALUATION

1. Make a chart comparing and contrasting the educational system of Communist China with that of the United States.

2. Cite evidence to support the generalization that strict moral and political values are taught to school children in Communist China.

3. From kindergarten through grade school, what part does the government play in the education of the child?

4. What are the purposes of the universities in China?

5. When do you think most of the changes in the educational system in China came about? Why?

ACTIVITY SET EVALUATION
Answer Sheet

1. Make a chart comparing and contrasting the educational system of Communist China with that of the United States.

2. Cite evidence to support the generalization that strict moral and political values are taught to school children in Communist China.

   a. education's main purpose is to prepare the child for life in a socialist state
   b. books deal with government teachings and the moral ethical code advocated by the government.

3. From kindergarten through grade school, what part does the government play in the education of the child?

   a. factories provide for day care centers where the child is introduced to the government at a very young age. Here, also, the child begins to understand the idea that it is his responsibility to maintain and uphold the communist philosophies
   b. stress the committment of the labor force to production for the good of the state.
   c. incorporate military training along with the academics.

4. What are the purposes of the universities in China?

   a. develop the ideas of self-criticism.
   b. to help serve the people.
   c. to provide work study programs which force students to work each month in fields or in factories.

5. When do you think most of the changes in the educational system in China came about? Why?

Most changes came about since 1949, when the Communist Revolution occured. At this time, Mao introduced his book which has since permeated the educational thinking of the Communist Chinese.

INDIA: THE CASTE SYSTEM

Grade 7

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NOTE TO THE TEACHER:

The purpose of this set is to give the students the feeling of being a member of a caste by playing the simulation game "Powderhorn." Using a moral delimma and a filmstrip, the students should begin to see why the caste system is dying out in the cities while it is still strong in the villages.

The activities in this set should be taught after the students have been exposed to previous information about the caste system including the historical background.

The activities should be followed in sequence and will take about five days to complete.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"The Cities." South Asia: The Indian Subcontinent. (Published by Encyclopedia Britannica) Culver City Calif: Social Studies School Service, (Cost = $12.50).	1
Simulations	
Powderhorn (Published by Simile II) Culver City, Calif: Social Studies School Services, (Cost = $15.00).	1
WORKSHEETS AND/OR HANDOUTS	
Activity Set Evaluation	35
Indian Caste System Moral Dilemma	35
Village Story	1
For the Teacher As Background Information	
BOOKS:	
Activity Set Evaluation Answer Sheet	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Role
Social Class
Culture
Decision-making

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that every member of the Indian democracy is influenced by the traditions of caste and class.	3,4
Students will know that Indians, whatever their caste or station, are dependent upon each other.	1,2,3,4
Students will know that the process of decision-making in India is a complex one with conflicting demands placed upon individuals.	3,4
2. Skills	
Students will acquire information to consider caste and class as a factor in decision-making.	1,2,3,4
Students will make decisions about what an individual should do to cope with caste and class in a democratic society.	3,4
3. Valuing	
Students will analyze values about ways in which citizens can be effective in the Indian democracy.	3,4
4. Responsible Behavior	
Students will cope with the consequences of deciding to follow or ignore traditions which are not democratic in India.	3,4
Students will accept the consequences of their own actions.	1,2,3,4

Activity 1

Instructional
Objective: After reading the rules of Powderhorn, students will demonstrate they understand the game by playing it in accordance with the rules.

Materials: Simulation--Powderhorn.

Teacher Activities	Student Activities
Follow game instructions carefully, particularly the introduction and explanation. The Summary of Steps on page 6 of the instruction booklet is extremely helpful.	Learn uses for game pieces and play the game.

Activity 2

Instructional
Objective: After playing the game, the students will be able to discuss their feelings and identify who had the power to control the society.

Materials: Chalkboard or overhead for recording comments.

Teacher Activities	Student Activities
During the first part of the debriefing, the students should stay in their game groups. If possible, it should take place directly after the game is completed. Ask each group how they felt as the game progressed. At some time during these discussions, the idea of the caste system should come up spontaneously. If it does not, you should ask them to compare the society in Powderhorn to the caste system. Each group should speculate on the caste they would probably belong to. Before ending the discussion, ask members of the square group to describe the reasons why they made the rules they did. Then ask members of the other groups to explain how they felt about the rules created by the squares.	Stay in game groups and take part in group debriefing.

Activity 3

Instructional
Objective: Given a moral dilemma, the students will be able to reach a conclusion about the dilemma by discussing it with their peers.

Materials: Copies of "Indian Caste System Moral Dilemma"

Teacher Activities	Student Activities
Divide class into groups and distribute copies of dilemma. (You may want to read it to the class if you have many non-readers). After they all have read the dilemma, give them a chance to reach their decisions. Be sure to tell the ones who violently disagree with the group that they will be allowed to have their opinions heard.	Read or listen to the moral dilemma. Discuss ideas with group.
After the decisions have been reached, poll each group and record their answers on the board. After each group has reported, give the ones who disagree a chance to express their opinions.	Give decisions in group discussion to the class.
After the decisions have been reached, open the discussion to the class and ask the following questions: 1. How did you reach your decision? 2. Could this story be set in the United States? - Why not?	Answer questions. Possible answers could include: 1. Group pressure, own experience, remembered feelings from game. 2. Lack of official caste system.

INDIAN CASTE SYSTEM MORAL DILEMMA

Laxmi Rani is a teenager who lives in a village in India. She is in the 12th grade this year.

Last month she was riding home from school on her bicycle. Suddenly, two men jumped out from behind some bushes. They pulled Laxmi off her bike and beat her. She tried to run, but they caught her and continued to beat her. Finally, she was able to break away. She ran and hid until dark.

Laxmi told her father what had happened. He decided to go to the police. He never made it to the police station. On his way, he was stopped by a group of men. They said they would kill him if he went to the police. Laxmi's father turned around and went home.

Who were these men who attacked Laxmi and her father? They were cousins of the rich man of the village. The rich man owned the land that Laxmi's father worked on.

Laxmi was attacked because she was the smartest girl in the village and she was an Untouchable. Laxmi was smarter than the rich man's daughter, and the rich man didn't like the idea that an Untouchable was getting better grades than his daughter.

What should Laxmi do? Should she go to school and finish the year knowing that the man is her father's employer and that she could be killed, or should she quit school and let the rich man have his way?

Adapted from the article "The Outcasts of India," Search. February 14, 1974.

Activity 4

Instructional
Objective: Given a story and a filmstrip, the students will be able to list the differences between the caste system in the cities and in the villages.

Materials: Filmstrip (Sound)--"The Cities" from South Asia: The Indian Subcontinent.
Handout--Village Story

Teacher Activities	Student Activities
Read "Village Story" to the class. Ask the students how Laxmi and Ravi can have such different attitudes about the caste system.	Listen to the teacher read the "Village Story." Respond to question. Possible answers could include: - education - place where they live - caste they were in
After their ideas have been expressed, begin your introduction to filmstrip: "We have already gotten an idea about village life and the caste system from the 2 stories we have read. Now let's see what life is like in the big cities. Watch to see if you can tell why Ravi would have a different idea about the caste system after living in a large urban area."	
Show filmstrip, "The Cities." After filmstrip, continue discussion. 1. What ideas did you get from the filmstrip about the caste system in the cities? 2. Who would be most likely to move to the city - an uppper caste or a lower caste member? 3. The government has outlawed the caste system in India. Why would it still be so strong in the villages?	Watch filmstrip. Examples of responses to questions: 1. Size, some wealth, people coming from all over India and no one knows what caste they belong to. 2. Lower caste - upper caste wouldn't have been as unhappy. 3. Wealthy people like it that way. People always know what caste you were born into. Lack of education.

VILLAGE STORY

Ravi had just returned to his village from the college he attended in the city. He was walking with his father along a village street, telling him about the sights he had seen in New Delhi. His father had never been more than a few miles from his village, and he was very proud of his son.

Ravi stopped at a well in the village square. It was hot, and he was thirsty. He began to lower the bucket into the well to get a drink of water.

"Get away from the well!" Ravi's father yelled. "That well is not for our caste. It is for a lower caste!"

Ravi had been away for five years. He had forgotten how strong the caste system was in the villages. New Delhi had been so different. He realized, sadly, that he would never be able to live in his village again. The freedom of the city had changed him.

Adapted from the article "The Outcasts of India," Search. February 14, 1974.

ACTIVITY SET EVALUATION

1. Who would be more likely to want to move to the city from a village - a member of the highest caste or an untouchable? _____
   Why?

2. If you lived in a large house and had a car in an Indian village, what caste would you probably belong to? _____
   Why do you think so?

3. Is the caste system stronger in the villages or in the city? _____
   Why?

4. Ravi lives in the city. He and his family live in an apartment. His father works in a department store. Which caste does he belong to? ____
   _____ State reasons in support of your answer.

THE MIDDLE EAST TRIBAL PROBLEMS

Grade 7

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NOTE TO THE TEACHER:

These activities are based on the assumption that the students have been introduced to the Middle East and North Africa and that they have a working knowledge of the geography and culture of these areas. Also, it is recommended that the activities be taught in the order in which they appear in this activity set.

The way you handle the last three activities will depend upon the types of classes you have and the amount of time available to you. An outline of the basic information about Tuareg and Bedouin tribals has been provided. The countries through which tribes wander are listed before Activity 5 along with a brief sketch of each country. You may want to give this information to the students or use this as a research unit and let the students find their own answers.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"Part 1: The Tuareg Nomads." Nomads of the Sahara. St. Paul, MN: EMC Corporation, (Cost = $18.00).	1
Photo Aids	
The Bedouin. Culver City, Calif.: Social Studies School Service, (Cost = $3.95).	1
WORKSHEETS AND/OR HANDOUTS	
Activity Set Evaluation	35
Information on Countries	35
Tribal Information--Tribe A	35
Tribal Information--Tribe B	35
Tribal Information--Tribe C	35
Tribal Information--Tribe D	35
Tribal Information--Tribe E	35
For the Teacher As Background Information	
Rules for Playing the Tribal Game	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Institution
Culture
Compromise and Adjustment
Loyalty/Patriotism

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will know that each of us is involved in many different forms of government.	1
Students will know that rules are made by various groups in society and not just by the central government.	1,2,3,4
Students will know that some groups of people have very little loyalty to a central government.	2,3,4
Students will know that compromise is needed in order for some groups of people to get along with the central government.	2,3
2. Skills	
Students will analyze pictures and filmstrips for evidence of cultural characteristics.	3,4
Students will participate in implementing decisions about the centralization process.	2,5
Students will plan for lessening tribal problems using cultural restraints.	2,5
3. Valuing	
Students will analyze values about working democratically within a group.	2
4. Responsible Behavior	
Students will learn to cope with the consequences of their own actions when they state publically some decisions they have made.	1,2,3,4,5
Students will evidence responsible social actions by citing reasons for decisions which they have made to influence others.	2,5

Activity 1

Instructional
Objective: Given the basic outline, the student will be able to list the various governments to which they are responsible.

Materials: Lined paper
Pencil

Teacher Activities	Student Activities
Direct students to divide their lined paper into three columns.	Divide paper.
Down the first column, have them list their address.	List address.
Go around the room and check addresses. Most of them will just have street, city, and state. Inform them that these aren't correct.	
Have students erase state and, skipping line, list the county, state, nation, continent, hemisphere, and Earth. (See sample).	Do listing.
Have students label the other two columns "Type of Gov." and "How it Affects Me."	Label columns.
Discuss and fill in chart on types of government. Does the Earth (hemisphere, continent) have a central government? What type of government does our nation (state, county, city) have? Can a street have a government?	Discuss and fill in chart.
Discuss and fill in third column. A great deal of teacher guidance should be given for 6 and 7.	Discuss and fill in column.
Now, ask students if there are other institutions that govern them and fill in at the bottom of the chart. This could include: family, athletic teams, clubs, churches, and school.	Respond and fill in.

SAMPLE CHART FOR ACTIVITY 1

YOUR:	TYPE OF GOVERNMENT	HOW IT AFFECTS ME
Name		
Street		
City		
County		
State		
Nation		
Continent		
Hemisphere		
Earth		
Clubs		
School		
Family		

Activity 2

Instructional
Objective: Given the rules of the tribal game, the students will demonstrate that they understand these rules by successfully playing the game.

Materials: Tribal Information Sheets for tribes A,B,C,D and E.

Teacher Activities	Student Activities
Discuss the definition of the word tribe. A recommended definition would be, "a group of related families who live and work as a single society."	Discuss the definition of tribe.
Go over rules of the game and play it.	Play game.
A debriefing or thought question to be asked after completing the game would be: What problems can you see arising for the tribes when they try to come together and form a country?	Possible answer: Problems could arise from major differences in daily life and customs.

RULES FOR PLAYING THE TRIBAL GAME

Divide class into five groups (Tribe E should be all girls if possible) and give each group a tribal sheet. Explain that the five groups are going to join together and form a country. They must decide on four laws that every group can agree upon. The laws should cover: 1) education; 2) religion; 3) care of the elderly; and 4) form of government. Each group should decide what their group could accept as law in these four areas.

Each group should appoint two negotiators - an official one that will work with the other four official negotiators drawing up the final laws and an unofficial one who will work behind the scenes.

The official negotiators for each tribe will meet after their tribes have determined their four rules and see if any of them have anything in common. These should be noted. It might be easier to say that an agreement between 3 of the 5 tribes will result in a rule being accepted.

The official negotiators should then return to the groups and report on the status of their rules. Each group should discuss the compromises they would be willing to make in their rules to conform with the others and yet not totally give up their way of life. At this time, the unofficial negotiators can go "visit" other groups to see if they can arrange deals (i.e. a vote for a type of religion in exchange for a vote for a change in education).

After two or three meetings of the official negotiators, a list of rules will be created or frustration will be very evident. Whatever the outcome, stop the game and proceed in the debriefing.

TRIBAL INFORMATION--TRIBE A

All Tribe members must be Hindu.

A strict caste system is followed and all women must wear veils.

Only boys are allowed to attend school and they must go between the ages of 6 and 16.

Older people are considered very wise and are very respected.

TRIBAL INFORMATION--TRIBE B

Tribe B practices complete freedom of religion.

Everyone is educated and must attend school between the ages of 5 and 18.

There are no special ideas about older people and they hold no special place in society.

TRIBAL INFORMATION--TRIBE C

Everyone in Tribe C is under 40.

Once you reach the age of 40, you are put to death.

There is no organized religion and there is no education provided by the government.

TRIBAL INFORMATION--TRIBE D

No one in this tribe is allowed to practice a religion.

Only very intelligent and carefully selected children may be educated.

No one may rule until they reach the age of 50.

TRIBAL INFORMATION--TRIBE E

The members of this tribe may practice any religion.

Only girls may go to school.

Women of any age may rule.

Older people are carefully taken care of by the government.

Activity 3

Instructional
Objective: After having viewed the filmstrip "Part 1: The Tuareg Nomads," the student will be able to list the characteristics of a tribe.

Materials: Filmstrip (Sound)--"Part 1: The Tuareg Nomads"

Teacher Activities	Student Activities
Begin by defining the word Nomad as "a person who travels from place to place instead of living in one specific location." Explain that the filmstrip to be shown concerns the daily life of the Tuareg tribe. Ask the students to note the type of education, religion and government which the Tuareg have.	Discuss the definition of Nomad.
Show filmstrip.	Watch filmstrip.
After showing the filmstrip, ask the students to list the characteristics of the Tuareg. Be sure to include the following points of information: - The Tuareg practice the Moslem religion. - Parents are responsible for educating their children. - Tribal chieftans are responsible for the local government.	As a group, respond by listing characteristics.
After listing the above, ask the following questions: 1. Why would these tribes feel little loyalty to one country? 2. What changes would they have to make to settle down in one country?	Answer to the questions: 1. They move from one place to another 2. Change lifestyle and stop being nomads

Activity 4

Instructional
Objective: After examining photo aids regarding the Bedouin tribe, the student will be able to list the characteristics of the members of this tribe.

Materials: Photo Aids--The Bedouin

Teacher Activities	Student Activities
Let each student group spend some time looking at the charts on Bedouin life. Tell them that they are to learn what they can about the Bedouins' daily lives with special emphasis on religion, education and government.	Study charts in groups.
After they have studied the charts, call the groups together and make the list. Be sure to include the following: 1. religion - Moslem 2. government - male heads of extended families. 3. education - done through family, little formal education.	Relate ideas in group setting.

INFORMATION ON COUNTRIES

BEDOUINS

Iraq: population - 11,910,000 69 people per square mile
language - Arabic
religion - Moslem
government - Socialist
education - not required by government

Israel: population - 3,610,000 420 people per square mile
language - Hebrew
religion - Jewish
government - democracy
education - required by government

Jordan: Population - 2,780,000 74 people per square mile
language - Arabic
religion - Moslem
government - kingdom
education - not required by government

Saudi Arabia: population - 9,520,000 10 people per square mile
language - Arabic
religion - Moslem
government - kingdom
education - not required by government

Syria: population - 7,840,000 109 people per square mile
language - Arabic
religion - Moslem
government - republic
education - required by government

TUAREG

Algeria: population - 17,910,000 19 people per square mile
language - Arabic
religion - Moslem
government - Socialist
education - not required by government

Libya: population - 2,430,000 3 people per square mile
language - Arabic
government - military
education - not required by government
religion - Moslem

Mali: population - 5,990,000 12 people per square mile
language - French
religion - Moslem
government - republic
education - not required by government

OUNTRIES cont.

Niger: population - 4,860,000
language - French
religion - Moslem
government - republic
education - not government supported

10 people per

ACTIVITY SET EVALUATION

Directions:

Please write as complete an answer as possible to the following questions.

In recent class sessions, we have learned much about the cultural traits of two tribes, namely the Tuaregs and the Bedouins.

For the purpose of this question, let us assume that both of these tribes must relocate and that they are given the opportunity to select a new country to which they can migrate.

Which country do you think the Turegs would select for their new homeland? State three reasons why you think the Turegs would select the country you suggest.

Similarly, which country do you think the Bedouins would select for their new homeland? Once again, list three reasons why the Bedouins would probably select the country of your choice.

HOW DEMOCRACY IN ANCIENT GREECE IS REFLECTED IN OUR LIVES TODAY

Grade 6

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A PRODUCT OF:

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NOTE TO THE TEACHER:

This activity set discusses democracy today and compares it to the democracy of ancient Greece. Students will see the changes in democracy that take place and will learn the causes of these changes.

In order for the student to have a complete understanding of democracy, it is important that the students study Greece and its history before they start this activity set.

It is important for the teacher to have a good understanding of the word "democracy." Included in this kit is a thorough definition of the word.

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Students

	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Silent)	
"Athens and Its Heritage." Seeing Greece - Ancient and Modern. Chicago, Ill.: Coronet The Multimedia Company, (Cost = $22.00).	1
Filmstrip (Sound)	
The Power of People. (Published by The Associated Press and Prentice-Hall Media) Culver City, Calif: Social Studies School Service, (Cost = $52.00).	2
Transparencies	
"Definition of Democracy"	1
"The Pledge of Allegiance"	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Cancellation of Previous Registration	35
Greece From The 1950's To The Present	35
Platforms--Political Offices Trade-Off Situation	35
Questions Regarding "The Power of the People"	35
Registration Oath	35
Wake County Registration Transfer Certificate	35

RESOURCE MATERIALS ALSO RECOMMENDED

For the Students

BOOK:

Bartlett, John. Bartlett's Familiar Quotations. Boston: Little, Brown and Company, 1971. (or some other resource containing famous quotations).

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Democracy
Active Political Participation
People Power Groups

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that every number of the American democratic society and the ancient Greek society has rights and responsibilities of citizenship in many different groups within a society.	1,2,3,4
Students will know that the history and problems of the American and Greek societies influence and shape alternative solutions to present-day problems.	4
Students will know that the American democratic government is structured to meet needs of its citizens.	1,2,3
Students will know many effective ways in which the American citizens may get involved in the decision-making process.	1,2,3
2. Skills	
Students will think about the democracy of the ancient Greek government and the American government rationally, creatively, and independently.	1,4
Students will make decisions concerning problems in local governments.	1,2,3
Students will participate in carrying out decisions in our community.	1,2,3
3. Valuing	
Students will analyze their values about effective citizen participation in a democratic society.	1,2,3
Students will analyze values concerning democratic processes in decision-making.	2,3

II. OBJECTIVES (Continued) — Activity Number

4. Responsible Behavior

Students will evidence good citizenship by practicing democratic ways in the classroom, in schools, and in their communities.	3
Students will deal with the consequences of decision-making that take place in our democratic society.	3

Activity 1

Instructional Objective: After examining the definition of democracy, students will be able to define democracy as a government by the people.

After viewing the filmstrip, students should be able to describe in detail the nature of people power groups.

Materials: Transparency--"Definition of Democracy"
Filmstrip--"The Power of People"
Worksheet--Questions Regarding "The Power of the People"

Teacher Activities	Student Activities
Ask students to explain what they <u>think</u> democracy is.	List on board as students share thoughts.
Use the transparency with the definition of democracy for students to see. List any additional ideas students may have on the meaning of democracy.	List on board additional ideas of democracy.
In introducing the film, "The Power of People," encourage students to look for more ideas of democracy as they watch the film. Also tell them that people power groups are groups of people who work together to accomplish some political end.	
Specific examples of people power groups are as follows: 1. <u>Common Cause</u>--national organization of citizens who monitor government officials and policies. 2. <u>Nader Raiders</u>--group of private citizens concerned with consumer rights and safety. 3. <u>Carolina Action</u> (not in film)--a group of citizens who work to keep the public informed on issues and to influence public policies.	

Activity 1 (Continued)

Teacher Activities	Student Activities
Also explain the meaning of these words before showing the filmstrip: - Apathy (indifference) - Lobbying (encouraging Congressman or Senator to vote yes or no on a certain issue)	
Distribute Questions Regarding "The Power of the People" to students.	Students will read over questions.
Show film, "The Power of People."	
Go over Questions Regarding "The Power of the People."	Students respond.
Ask if students know of any people power groups in their home community.	An example might be Carolina Action.
Ask students how citizens in the U.S. <u>directly</u> practice democracy in their everyday lives.	List on board as students share their thoughts. - referendum--vote on an issue (i.e., liquor by the drink) - campaigning for a candidate or issue (i.e., ERA)
Ask students how citizens in the U.S. <u>indirectly</u> practice democracy.	List on board students' ideas as to how the citizens indirectly practice democracy. - elect representatives who act for them
Tell students that individuals or groups of individuals have been able to change policies in the U.S. (for example--Ralph Nader; meat boycotts)	
Ask students if they are aware of any changes that have been made in the community as a result of group action.	List responses students make.

Activity 1 (Continued)

Teacher Activities	Student Activities
Would it be possible for citizens in the U.S. to influence problems? (e.g., the gas shortage, unemployment, inflation) Relate answers to information presented in the filmstrip.	
Gifted Learner	
Students will use Bartlett's Familiar Quotations or other resources containing famous quotations having to do with democracy. (poetry, books, newspapers, T.V., radio)	Students will list these quotations and their author (on poster board if preferred) to be shared with the class.
Slow Learner	
Student will use poster board and magic markers and make signs of the freedoms that we possess. List freedoms to be sure that students realize what they are.	- Freedom to work at any job - Freedom of the press - Freedom of assembly - Freedom to worship God - Freedom to criticize - Freedom to vote - The right to petition - The candidate you think best - The right to a fair trial - To vote in secret Students will discuss their work with the class.

Questions Regarding
"The Power of the People"

1. What groups of people have banded together to form people power groups?

2. What are the ways in which people power groups have attempted to be effective?

3. How can individual citizens attempt to influence government and governmental policies?

4. Cite examples of people power groups or individuals who have been successful in influencing government.

In the Film

In North Carolina

Activity 2

Instructional
Objective: At the conclusion of this activity, students will be able to list the qualities of candidates they would desire in a candidate.

Materials: Transparency--"Pledge of Allegiance"
Handout--Platforms - Political Offices Trade-Off Situation

Special Directions
to the Teacher:
As a part of this activity , you may wish to invite a speaker from the Board of Elections to speak to your classes.

Teacher Activities	Student Activities
Have the students to recite the Pledge of Allegiance to the flag. (Use transparency with the pledge)	"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."
Students will form in groups and discuss the meaning of the words in the pledge.	Students will form groups and discuss the meaning of "pledge ..... with liberty and justice for all."
Students will reassemble and report their findings.	Students will report outcome of "buzz" session.
Teacher says, "Those of us who have these freedoms accept them gladly." Discuss the types of problems which might prevent people from being free.	Students will discuss these problems: poverty poor health care unemployment lack of education prejudice
Teacher poses question, "What can we do to actively participate in our government?	Possible Answers: - run for political office - campaign for the candidate of our choice - write letters - petititon - lobby - encourage others to vote

Activity 2 (Continued)

Teacher Activities	Student Activities
Students will list the qualities that they would prefer in a candidate.	Candidates should: - Be honest - Be intelligent - Work for the interest of the majority - Provide leadership - Possess speaking ability
Students who wish to run for offices (president, vice-president, secretary or treasurer of class) will write platforms that will be presented to the class.	Students who wish to run for offices will write up a platform and should prepare themselves to present this platform to the class at a later time. Students who are not seeking offices may help candidate with platforms.
Option: A speaker from the Board of Elections may be contacted to speak to students on the importance of voting.	Students will listen to speaker from the Board of Elections.
Teacher will explain platform. Example of platform: Choose only platform from under category A or B. Add your own platform if desired.	

PLATFORMS - POLITICAL OFFICES
TRADE-OFF SITUATION

Directions: Students running for a political office should prepare a platform to be presented to his or her classmates. The following are examples of platforms which might be selected by a prospective candidate. For each of the numbers 1 through 5, a candidate may select an item from either column A or column B but he or she cannot combine components from colunms A and B. So, for example, in situation number 1 below, a candidate may not say he is in favor of improving schools (from column A) and decreasing taxes (from column B) since this combination of events seems to be very unlikely given the economic system in the real world.

	A Choice 1		B Choice 2
1.	Improve schools and increase taxes.	or	Decrease taxes and maintain schools as they are.
2.	Increase industrialization and increase pollution.	or	Decrease pollution and decrease industrialization.
3.	Start up the draft system and improve the defense system of the U.S.	or	Eliminate the draft and weaken the defense of our country.
4.	Decrease inflation and increase unemployment.	or	Decrease unemployment and increase inflation.
5.	Increase the number of school days per year and increase knowledge of students.	or	Decrease number of school days per year and decrease knowledge of students.

Activity 3

Instructional
Objective: After completing the worksheets, students will be able to describe the type of background information required in order for a citizen to register to vote.

Materials: Worksheets--"Cancellation of Previous Registration"
"Registration Oath"
"Wake County Registration Transfer Certificate"
Paper for Ballots

Teacher Activities	Student Activities
Begin this activity by asking students to imagine that they are responsible for making up a voter registration form. Their task is as follow:	
1) Write down all the types of information with you think should be or would be included on a voter registration form.	Students break up into small groups and list the type of information they think would be required.
2) Make up your own voter registration form arranging the information you have listed in some logical order.	Students develop an example of a voter registration form.
After each group has developed a voter registration form, have a spokesperson from each group describe their type of form developed by the group.	Students describe their forms to the class as a whole and they discuss the similarities/differences between and among the forms developed by the various groups.
Distribute the "Cancellation of Previous Registration Form", the "Registration Oath" and the "Wake County Registration Transfer Certificate."	
Ask students to list the type of information required on these forms.	Students examine forms and generate a complete list of information required on the form.
Compare the type of information required on the official forms with the type of information students thought should be included.	Students compare the lists and note where differences in types of required information occur.

Activity 3 (Continued)

Teacher Activities	Student Activities
Ask, what items did the real forms require which your imaginary forms did not require?	Students cite examples.
Why do you think the state officials requested these items?	Students use inductive reasoning skills to respond to this question.
What information did you require on your imaginary forms but which was not actually required by the state?	Students cite examples.
Why do you think this information was not required by government officials.	Students cite appropriate reasons.
Individuals running for class office present their platforms prepared during a previous class period.	Students listen to speeches from their classmates.
Class elections take place.	Students cast their secret ballots voting for the candidates of their choice.
It is suggested that the slow learners be responsible for listing candidates' names and offices on the ballots. These students should also distribute, collect, and tally the ballots.	Students vote and receive election results.

Date.....

CANCELLATION OF PREVIOUS REGISTRATION

I am now registered as an elector in .....

Precinct, Wake County, North Carolina and hereby authorize the cancellation of my previous registration in the City of .....

County of ..... State of .....

my last registration address therein being .....

.....

Date of birth: .....

....

Signature of Voter Present Address

.....

Printed signature of Voter

Activity III

READ BEFORE SIGNING

REGISTRATION OATH

You swear (or affirm) that the statements and information you shall give me with respect to your identity and qualifications to register to vote shall be the truth, the whole truth, and nothing but the truth; so help you, God.

I, do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the State of North Carolina not inconsistent therewith; that I have been or will have been a resident of the State of North Carolina and of this precinct for 30 days by the date of the next primary, special or general election; (that I am a resident of _____ (municipal corporation); that I am at least 18 years of age or will be by the date of the next general election; and that I have not registered to vote in any other precinct, county, or state, nor will I vote in any other precinct, county, or state, so help me, God.

_____
Signature of Applicant

_____
Street Address

_____
City

Activity II

TOWNSHIP	PRECINCT	REGISTRAR ___ DO NOT WRITE ABOVE ___ FOR BOARD ONLY
SCHOOL DISTRICT	INDICATE MUNICIPALITY IN WHICH VOTER RESIDES.	NAME CHANGE: INDICATE FORMER REGISTRATION NAME.

LAST NAME MR. MRS. MISS	FIRST NAME	MIDDLE NAME OR INITIAL

RESIDENCE STREET OR ROAD	POST OFFICE ADDRESS & ZIP CODE	DATE OF BIRTH	COLOR	SEX

PLACE OF BIRTH	DATE OF APPLICATION OF TRANSFER		
	MONTH	DAY	YEAR

I hereby certify that on _____, I moved my residence from _____ Street, Town of _____, Precinct #_____, _____ Township, County of Wake, North Carolina, to the above address. I am no longer qualified to vote in _____ municipality.

I further certify that all my qualifications to register and vote remain as they were at the time I registered to vote.

	OATH ADMINISTERED BY
SIGNATURE OF ELECTOR	REGISTRAR – BOARD MEMBER – REGISTRATION COMMISSIONER

WAKE COUNTY REGISTRATION TRANSFER CERTIFICATE

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Activity 4

Instructional
Objective: After viewing the filmstrip "Athens and Its Heritage," students will be able to compare and contrast ancient and modern Greece.

Materials: Filmstrip--"Athens and Its Heritage"
Handout--Greece From The 1950's To The Present

Teacher Activities	Student Activities
Introduce the filmstrip "Athens and Its Heritage" by telling students that they will be seeing a film on life in ancient and modern greece. Direct students to note the ways in which people lived during both periods of history.	Students prepare to view filmstrip on ancient and modern Greece.
Following the viewing of the filmstrip, ask students to respond to the questions below.	
What is the name of an important city of ancient times and the capital of Greece today? Where is this city located on the map?	Students respond that Athens is an important ancient city and the current capital of Greece. They locate this city on the map.
Describe the Acropolis? What activities occurred on the Acropolis during ancient times? What activities occur there today?	The Acropolis is a fortified hill in the center of Athens with the Parthenon and other beautiful temples. During ancient times, religious celebrations occured on the Acropolis. Today, the Acropolis is a major tourist attraction.
What kind of Gods did the ancient Greeks worship?	The ancient Greeks worshipped many Gods. Most Greeks believed their Gods were superhuman beings who were friendly to mankind.
What is the major religion of modern Greece?	More than 95% of Greece's people belong to the Greek Orthodox Church. Greek Orthodoxy is the nation's official religion. It is taught in public schools and the Greek Orthodox Church is supported largely by government funds.

Activity 4 (Continued)

Teacher Activities	Student Activities
What is the agora?	The agora, or market place, was Athens' civic center. It included shops and meeting places, a theater, and government buildings.
Describe the system of government in ancient Athens.	The government of ancient Athens was in democratic form. All citizens were members of the assembly and each year 500 were chosen to make up the council. The council wrote laws to be voted upon by the assembly of citizens.
Who were Athens citizens?	All citizens were men ages 18 and older whose fathers were Athenians. Women, slaves, and men from other city-states were not citizens.
What were the shopping areas like in both ancient and modern Greece?	The shopping areas consist of booths or small shops.
Cite examples of entertainment in ancient Greece and describe each.	Theatre-- actors wore masks; comedies were popular; tragedies showed another side of Greece life. Sports and games-- Men participated in a variety of sports and exercises; Olympic games were help every four years
In what areas have the ancient Greeks made contributions to the modern world?	In the areas of art, architecture, drama, philosophy and political ideas.
Distribute handout, "Greece From The 1950's To The Present."	Students read and analyze information presented in the handout.
Ask students to describe the political events in Greece since 1950.	Students discuss information described in the handout.
Conclude lesson by asking: From the information presented in this handout, do you think the political system in Greece is democratic in nature? Why or why not?	Greece has exprienced political unrest and as a result, democracy has suffered.

GREECE FROM THE 1950'S TO THE PRESENT

During the 1950's, a serious dispute developed between Greece and Turkey over Cyprus, a British colony off Turkey. (Locate Cyprus on a map.) Greeks made up 80% of the island's population, and the rest were Turks. The Greeks of Cyprus demanded union with Greece and organized a revolutionary movement. The Greek government supported this demand, but the Turkish government and Turkish Cypriots opposed it. After severe tensions, an agreement between the two countries led to independence for Cyprus in 1960.

George Papandreou became prime minister of Greece in November, 1963, but he could not form a majority in Parliament without Communist support. Papandreou refused this support and resigned in December, 1963. The elections of 1964 gave his party a clear majority, and he again became prime minister. King Paul died later that year, and his son came to the throne as Constantine II. Constantine clashed with Papandreou over the king's political powers and control of the armed forces. Constantine dismissed Papandreou in 1965.

Political confusion developed, and the government remained shaky. In an effort to achieve a stable government, Parliament was dissolved on April 14, 1967, and new elections were called for May 28. But these elections never took place.

On April 21, 1967, Greek army units equipped with tanks and armored cars seized the royal palace, government offices and leaders, and radio stations. Three army officers then took the power of a military dictatorship.

These men suspended important individual liberties guaranteed by the constitution. It prohibited all political activity, and made mass

arrests. It replaced the leader of the Greek Orthodox Church, imposed harsh controls on newspapers, and dissolved hundreds of private organizations of which it disapproved. Late in 1967, these men retired from the army and ruled as civilians and had a new constitution drawn up.

The new constitution provided for a stable government, but at the expense of the democracy. It greatly increased the power of the prime minister, and reduced that of Parliament and the king. The constitution also suspended many basic freedoms, with the prime minister to decide when to put them into effect. These included important individual rights, freedom of the press, and the election of Parliament.

On November 25, 1973, military officers overthrew the government.

The conflict between Greece and Turkey over Cyprus was renewed in July, 1974, when Greek officers led Cypriot troops in overthrowing the government of Cyprus. Turkey claimed that Greece had violated the independence of Cyprus, and Turkish troops invaded the island. After several days of widespread fighting on Cyprus, a cease-fire was signed in an attempt to prevent full-scale war between Greece and Turkey.

After the cease-fire was signed, Greece's military government resigned and called for a return to civilian rule. In Paris, Caramanlis had expressed strong opposition to Greece's military government. On July 24, 1974, Caramanlis returned to Greece and became head of the country's new civilian government.

ACTIVITY SET EVALUATION

1. Below is a list of democratic processes which may or may not be part of the U.S. political system. Put a circle around those characteristics which you think are a part of our political system.

   Freedom of speech.

   Freedom to criticize the government.

   Freedom to explore feelings.

   Freedom to support programs to lift the standard of living.

   Freedom to have the right to change.

   Freedom to express friendliness toward people of other lands.

   Freedom to disagree with his neighbor.

2. Using the same list of democratic characteristics, put a box around the characteristics that were found in ancient Greece.

3. Put a circle around words not found in modern Greece.

4. Once a democracy--not always. What can we do to keep our political system a democratic one.

5. List ways <u>you</u> can help preserve the democratic system in the U.S.

ITALY: THE ELECTION OF A NATIONAL LEADER

Grade 6

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NOTE TO THE TEACHER:

THE NATIONAL GOVERNMENT OF ITALY:

The government of Italy has a president, a cabinet headed by a premier, and a Parliament.

The president of Italy is elected to a seven-year term by both houses of Parliament. He, in turn, appoints a premier who forms the government. The president has power to dissolve Parliment and call new elections. The premier determines national policy and is the most important man in the Italian government.

The Italian Parliament consists of two legislative bodies known as the Chamber of Deputies and the Senate. The Premier must be selected from among the Chamber of Deputies members and he or she must be approved by both houses of Parliament.

Italy has a complicated system of election to Parliament based on proportional representation. This system of choosing members of Parliament encourages small parites to put up candidates. It also tends to prevent any part from winning a majority of either house. The system has resulted in a large number of parties in Parliament and has led to many frequently changing coalitions (unions) among parties.

In the elections for the Chamber of Deputies, the country is divided into 32 constituencies (voter districts). The number of deputies to be elected from each constituency is determined by the population. All the political parties--often as many as 15--present candidates for the office of deputy. Each party wins a number of seats based on the percent of the total vote. The senators are chosen in much the same way except that they are chosen from 20 regions.

In electing members to the parliament, each citizen must cast all his votes for one party, but he or she may select individual candidates of the party.

OVERVIEW OF THE SIMULATION GAME:

The simulation game included in this activity set takes many of the elements of the national electorial processes of Italy and blends them with elements of the American electorial processes--the political system which sixth grade students understand the best. Perhaps the campaigning and selection processes outlined in the game are most similar to the those which the Italian people might go through in order to elect members to Parliament. However, it is also true that members of Parliament must, in turn, form coalitions and lobby in order to elect a president.

As far as the game itself is concerned, there are six candidates of different political ideologies who compete to form coalitions of interest groups. Each Italian citizen tries to elect a candidate most responsive to his needs and concerns. After the candidates campaign, students participate in three rounds of trying to elect an Italian leader. No majority is achieved in the first two elections. In the final election, there maybe a winner but only after pay-offs have been given.

This situation could possibly happen in any country which has a multi-party system of government, since it is difficult for anyone to get elected unless he or she is willing to form coalitions or give citizens special favors.

How To Select Candidates:

Choose six students (three boys and three girls) who will really want to be involved and who will work hard to follow the instructions you give them.. Students who lack self-confidence probably would not enjoy being a candidate.

Activity Set Evaluation:

This evaluation instrument may be administered both before beginning the activity set and after completion of the activity set.

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RHODESIA

A Black Is Fired

Will the settlement survive?

"We've only traded one kind of isolation for another," grumbles a white merchant in Salisbury. "Whatever the cross is between Rhodesia and Zimbabwe, that's where we are."

The transition from the Rhodesia of the past to the Zimbabwe of the future has now been under way for almost two months, but the durability of Salisbury's "internal settlement" remains in doubt. The biggest challenge facing the ruling Executive Council, composed of Prime Minister Ian Smith and three black moderates, is how to bring the guerrilla armies of the Patriotic Front into the electoral process, and thereby end the continuing civil war. But in the meantime, the council has been having problems within its own ranks.

The difficulty began three weeks ago, when the new black co-minister of justice and law-and-order, Lawyer Byron Hove, 38, gave an interview. Hove is a colleague of Bishop Abel Muzorewa's, the most influential black member of the council, who had brought him home from London to serve in the new government. Noting that there were few blacks in the higher ranks of the present police force, let alone in the judiciary, Hove declared: "I don't think there is a single African in the upper echelons of my ministry." The reason, he said, was that the previous white government had wanted to keep not only political power but the best jobs in the hands of its own people.

Hove's comments were both true and reasonable, but they rubbed some whites the wrong way. Hove's white co-minister of justice, Hilary Squires, angrily attacked Hove and was soon joined by the army and police commanders, both white. The council thereupon reprimanded Hove unanimously and, after the police force threatened to strike in protest, fired him.

That set off an uproar among blacks, particularly in Muzorewa's party. The bishop, evidently surprised at the depth of the black response, claimed that he had not been present when the council voted to oust Hove. The dismayed Hove flew back to London, and the Patriotic Front's co-leader, Joshua Nkomo, announced from his base in Zambia: "The council members only have powers to sack each other." They will soon realize, he said, "that they have been taken for a ride."

Perhaps. But so far the government has not fallen apart. Last week the council announced a unilateral cease-fire under which guerrillas are guaranteed the right of safe return and of participation in elections. The plan stopped well short of what the guerrillas are demanding, however. It contained no provision, for instance, for absorbing any returning guerrillas into the Rhodesian armed forces.

The council also rescinded the decade-old laws banning the guerrilla parties' political wings that are based inside Rhodesia. Both wings have been operating there more or less openly under different names anyway, and the radicals scornfully rejected the council's offer. The gesture of legalizing the parties' status, said Josiah Chinamano, the leader of Nkomo's group, was "a waste of time."

The Patriotic Front seems no more interested in seeking power through democratic means than it has in the past. But the Carter Administration still hopes that Smith and his black colleagues will sit down at an all-parties peace conference with the front and agree to the U.S.-British plan for internationally supervised transition to majority rule through free elections. Some Washington officials thought the Hove affair, by undercutting the credibility of the internal settlement, might encourage Smith and his colleagues to join such a conference. It could also spur the Salisbury government to avoid similar embarrassments in the future and to broaden its popular support. Last week the Rev. Ndabaningi Sithole, another black council member, said flatly that the next two months would probably tell the story on whether the internal settlement is going to work or not. ■

ITALY

Again the Fear: "Moro Killed?"

A grim Red Brigades' communiqué continues the terror

"We therefore conclude the battle begun on March 16 by carrying out the verdict to which Aldo Moro was condemned."

That chilling statement at the end of the Red Brigades' "Communique No. 9" hit Rome like a thunderclap. Premier Giulio Andreotti interrupted a meeting with government economic experts to confer with Interior Minister Francesco Cossiga. Benigno Zaccagnini, secretary of the Christian Democratic Party, delayed a projected campaign trip for the May 14 local elections and rushed to the party headquarters in the Piazza del Gesu. In the Senate, where a debate on a bill to legalize abortion had just ended, Senators milled around in the corridors asking for the latest news. The President of the Senate, Amintore Fanfani, drove to the home of the kidnaped politician, where Eleonora Moro has been living in virtual seclusion since her husband's abduction. The afternoon paper, *Paese Sera*, rushed out an extra edition with the black banner headline: MORO KILLED?

But there was no immediate answer to that question. The Red Brigades' message, retrieved by reporters from trash baskets in four cities after telephone calls, was found only a few hours after Italy's National Security Council rejected a proposal by Socialist Leader Bettino Craxi to grant amnesty to some minor terrorist prisoners as a concession to Moro's captors. The terrorists' rambling, two-page communiqué argued that by rejecting the exchange of 13 of their colleagues in prison, the Christian Democrats had left them with no alternative but to carry out their death sentence on Moro.

Genoa newsman, who insisted his face not be shown, retrieving communiqué from trash bin

Written as it was in the present tense, the terrorists' terse concluding statement about "carrying out the verdict" seemed open to different interpretations. Had the Red Brigades really killed Aldo Moro? If so, where had the execution taken place and what had they done with his body? Communique No. 9 gave no details. Many politicians shared the view of Justice Minister Paolo Bonifacio: "I consider the terrorist communique authentic. But I don't believe the final sentence. I think it more probable that it's a terrorist gambit to heighten the tension in the country." Indeed, three weeks before, a message, later disavowed by the Red Brigades but still believed to be authentic, said that Moro had been killed and his body dumped in a mountain lake. It proved to be false.

The week began with the receipt of no less than eight new handwritten letters from the former Premier. They were addressed to Italy's top political figures, including Andreotti, Fanfani, Craxi, President Giovanni Leone and Chamber of Deputies President Pietro Ingrao. The

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blizzard of Moro appeals promptly raised a new mystery: was his family, like those of so many Italian kidnap victims, secretly in touch with the kidnapers? Spokesmen said no. But the letters, like some in the past, were delivered in as yet undisclosed fashion to the family and members of Moro's staff, who then passed them on to the addressees. Moro's three closest aides were called in for questioning.

In the letters, Moro appealed to each recipient to back an exchange of political prisoners. "Believe me, there is not a single minute to lose," said a letter to Craxi. Moro's pleas were followed by a bitter public denunciation of the party by his family, who issued a statement saying the party leadership's "immobility and refusal of all initiatives ratify the death sentence. To avoid a long season of sorrow and death it is useless to deny the hard reality: one must instead confront it with clear courage."

Said the Christian Democratic daily *Il Popolo* of the party's dilemma: "A diabolical blade has been inserted at a point where affections and responsibility meet and become intertwined." But, added the paper, "for a desire to be authentic it needs as an essential condition the freedom of whoever is expressing it." Moro's family insists, however, that he is not acting under coercion, or at least does not show the mental debilitation that some have claimed.

After consultations with its political partners, the party somewhat softened its stand in midweek. Christian Democratic leaders suggested that in the event of Moro's release, the government would "find some form of generosity and clemency." That said, they tossed the ball to the government, which once again announced its intention to stand firm. And then came Communique No. 9. ■

The Quiet Life of the Rich

It was one of those rare times when life and art not only converged but paused to entwine and intermingle. For the lovely and the loaded in Italy, *La Dolce Vita* of Federico Fellini's 1959 cinema masterpiece really did exist. It was served up in 1,001 nights of frenetic café hopping along Rome's Via Veneto, swathed in the smart fashions of Florence and Rome and recorded by swarms of flash-happy *paparazzi*. The era was dominated by members of Rome's "black aristocracy" (families that received their noble titles by papal decree) and by an international coterie of movie stars. They came to the Eternal City both to play and to work at the thriving Cinecittà, the nearby studio complex where so many U.S. films were produced that it was nicknamed "Hollywood on the Tiber."

Today Cinecittà stands half darkened, and *la vita*, even for the increasing few who can afford indulgences, is measurably less *dolce*. There is no dearth of luxurious living at many of the traditional haunts of wealth—from the shimmering playgrounds of Sardinia's Costa Smeralda to Rome's exclusive men's club, Circolo della Caccia, where last week as usual the preluncheon aperitifs were being served by waiters dressed in white stockings, blue knee breeches and silver-buttoned coats.

The epidemic of kidnapings and other violence directed against Italy's rich has had its effect. Since the beginning of last year, there have been 90 kidnapings, with ransoms of $1 million or more being paid on at least two occasions. The flamboyance of the moneyed life-style has all but disappeared. So have a good many of the rich. Said U.S.-born Countess Consuelo Crespi before moving to New York City in 1976: "In Italy now you want to feel rich and look poor." Sales of Rolls-Royces have fallen off to nearly half their level of a year ago. The miles of nightclub neon that used to light up the Roman nights have dimmed to a mere two stylish spots, Jackie-O's on week nights and The First on weekends. "Rich people now only entertain at home, and they don't want us," complains Photographer Umberto Pizzi. Says Designer Principessa Helietta Caracciolo: "Actually, the rich are in hiding."

Hiding—and the various security devices that make it possible—has become a major growth industry. Automobile dealers sell armor-plated cars, mostly unobtrusive sedans, as fast as they arrive from the factory. Shops that specialize in converting existing cars into four-wheeled fortresses have a backlog of service orders (cost: $7,000 for a compact Fiat 127, $30,000 for a Rolls-Royce). Some 400 firms have assembled a private army of 20,000 security men and women who hire out as bodyguards to wealthy clients for $115 to $230 a day each. Even having a guard dog requires a major investment: a trained German shepherd sells for $5,740, and last year Italians bought $7 million worth of them. Though kidnaping insurance is banned by law, many industrialists carry "K" risk policies written in Britain and West Germany (premium: $40,000 a year for $1 million coverage).

Largely because of the kidnaping threat, more and more wealthy Italians have decided to leave altogether or at least set up a residence somewhere outside the country. They choose places as far away as Caracas or as close as Lugano, just across the border in Switzerland. For many, the question is not so much the destination as it is how to get out of Italy with the means of supporting themselves in the manner to which they would like to become reaccustomed. Most succeed in spite of the law forbidding Italian residents to take more than $580 in lire out of the country. But authorities have started cracking down. Last month Actress Sophia Loren and her husband, Producer Carlo Ponti, were charged with having illegally transferred several million dollars abroad.

VIRGILI—PARIS MATCH

Gina Lollobrigida with watchdogs

For those who stay, the ideal life-style has undergone a kind of genteel greening. There is a new concern about ecology, with Susanna Agnelli (sister of Fiat President Gianni) continuing to lead a campaign to preserve the wildlife of Porto Santo Stefano, the Tuscan coastal town that she serves as mayor. Rome Art Dealer Derna Querel recalls meeting several young members of the Frescobaldi and Antinori wine families who boasted of having joined in a grape harvest, including barefoot trampling of the fruit. In Rome last Christmas, a financially strapped family of the nobility threw a picnic in their palazzo to which guests were invited to bring their own liquor. "They were very casual about it —people were wearing jeans and pearls, and everyone had a great time," says Querel. "The rich miss the old days, but they learn to live without them. They disappear and wait for times to change." Perhaps that is what makes them different from everyone else.

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ITALY

"Most Barbarous Assassins"

A statesman dies, while his troubled republic survives—and grieves

"Aldo Moro has been pitilessly and horrifyingly slain. The beast who tried to cover the kidnaping with a political and ideological cloak failed to listen to the cry from the whole of mankind that this man be spared. With his death, barbarity seems to want to kill not a man, but thinking and intelligence and liberty. Yet while this death appalls and disturbs, it will never succeed in defeating us. In that way, a tragic error has been committed by these wretched heirs of the most barbarous assassins that mankind has known."

—Giovanni Leone, President of Italy, on television last week

The end seemed almost inevitable, but still it came as a sickening shock. Two months after he had been kidnaped on his way to parliament and his five bodyguards slain, Aldo Moro, 61, president of the Christian Democratic Party and Italy's most eminent statesman, was brutally assassinated, his body left in the back of a stolen car parked in the historic center of Rome. The cruel ordeal was over, but the grief and anger over his murder had only begun.

Pope Paul with Moro's sister at state service

A spontaneous outpouring of sorrow suddenly supplanted the cynicism with which many Italians had come to regard the kidnaping. Flags fell to half-staff. Both chambers of parliament closed to hold memorial sessions. Crowds poured into the piazzas of the cities to vent their anguish and their frustration. Most supported the government's refusal to negotiate with the Red Brigades terrorists for Moro's life. Some did not. One small band of protesters marched outside the headquarters of the Christian Democrats, shouting: "It is you who have killed him!"

The next day Moro was buried, following a private funeral attended by only his family and friends, in a cemetery at the village of Torrita Tiberina, 30 miles north of Rome, where the Moros had a country home. On Saturday the government held a televised state funeral in Rome's Cathedral of St. John Lateran to honor the man who had been Italy's Premier five times. While hundreds of Italian leaders, including Communist Party Boss Enrico Berlinguer, and representatives of 100 countries stood in hushed silence, Pope Paul VI devoted a special prayer to his personal friend, Aldo Moro. The Pontiff asked "that our heart may be able to forgive the unjust and moral outrage inflicted on this dearest man."

Across the continent, revulsion over Moro's assassination was mingled with relief that Italy had withstood such a tragic test. But at the same time, it became clear that Italy's long bout with political violence was far from over. Gunmen from the Red Brigades and members of other groups in Italy's crowded arena of militant radical factions shot and wounded seven victims in as many days.

The *Brigate Rosse* had kept Italy on a cruel seesaw of suspense since Moro's abduction on March 16. They had spurned pleas for mercy from the Vatican, from the Pope himself ("I beg you on my knees") and from the United Nations as they dangled their victim like a political puppet. The end came when they executed Moro with eleven shots fired from a Czech-made Skorpion 7.65-mm pistol and a still unidentified 9-cal. handgun. Eight shots were centered around his heart. The hatchback Renault in which the body had been placed was left on a narrow, one-block street, Via Michelangelo Caetani, almost equidistant from the nearby headquarters of the Christian Democrats and the Communists. The location was a contemptuous taunt at both of the parties that Moro, more than anyone else, had worked to bring closer together in a political accommodation aimed at keeping Italy's government functioning.

From the first, there was no doubt that the goal of the Red Brigades' attack against what they called "the heart of the state" was the destruction of that accommodation and the fomenting of chaos that would lead to civil war. Moro was seized on the same day that the governing agreement he had succeeded in obtaining, bringing the Communists into the parliamentary majority, was to be voted on in parliament. In a series of haranguing "communiques," the kidnapers pointedly indicted their victim as his party's "political godfather" while attacking the Christian Democrats as "antiproletarian criminals" and the Communists as so many "bourgeois revisionists." Their attempt failed; both parties sensed the danger to the political process, and the government refused to bargain for Moro's life.

The murder followed by five days the receipt of the ninth and last communique from the kidnapers. It stated that they were carrying out Moro's death sentence, handed down after a "people's trial," in the face of the government's refusal to negotiate the release of 13 of their colleagues in prison. Shortly after followed a letter of goodbye from Moro to his family. "Dear Nora," Moro wrote to his wife of 33 years, Eleonora, "soon they will kill me. The friends could have saved me but did not. I kiss you for the last time. Kiss the children for me." In a series of late-night phone calls to party leaders, Mrs. Moro pleaded once more for a change in the party's stand against negotiations, but the government held firm.

Shortly before 1 p.m. last Tuesday, an anonymous man telephoned the Christian Democratic headquarters. "Go to Via Caetani," he said. "A red Renault. You will find another message." Police quickly spotted the maroon Renault 5-L and its grim contents. An autopsy showed Moro had been shot earlier that morning, then dressed in the same navy suit coat he wore when he was kidnaped. There was also a partly healed bullet wound in his buttocks, apparently incurred in the abduction.

At that moment, Christian Democratic leaders were meeting to discuss the Moro situation. When word came, Party Secretary Benigno Zaccagnini stood to

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Moro's body bundled in back of stolen Renault left by terrorists on Rome street; flowers placed at site (below) by mourners

make the announcement, tears streaming down his face. Many politicians rushed to the scene. Giorgio Napolitano, a prominent Communist leader, spotted Interior Minister Francesco Cossiga, rushed up and kissed him emotionally. Claudio Pontello, a Christian Democratic deputy, could barely contain his anger: "This is the ultimate mockery that they should return him to us this way right on the doorstep [of party headquarters]!"

Bitterness over the position the party took was painfully bared by Moro's wife and four children. "We ask that there be no public demonstration, no ceremony or speeches, no national mourning or state funeral or medal to his memory," said a statement. "Let history judge the life and death of Aldo Moro." As the private funeral procession moved swiftly out of the capital through torrential rain, few passers-by realized that Moro was making his last journey. But when it halted at a stop light, a truck driver jumped down, ran over and kissed the hearse. Near another crossroads, some 50 people, standing silently under umbrellas, tossed white hydrangea blossoms cut from a nearby bush at the passing cortege. In the 12th century Romanesque Church of St. Thomas the Apostle in the small hill town, Don Agostino Mancini, the parish priest since 1930, conducted the funeral Mass and blessed the casket. "The journey of our brother Aldo ends here," he said. Francesca de Paolis, who used to sell Moro the home-made doughnuts he loved, remarked: "He was modest, and so we have tried to honor him in a humble way with our presence." In keeping with a wish Moro had expressed in one of at least 20 letters he wrote from captivity, there was no one present from the Christian Democratic leadership.

Countless Romans, meanwhile, paid homage at the spot where the body was found. Fixed to a corrugated iron fence was a somber portrait of Moro with the caption: ALDO MORO HAS BEEN ASSASSINATED. HIS FAITH IN LIBERTY LIVES IN OUR HEARTS. Below were candles and a rapidly growing pile of carnations, roses, lilies and gladioli. One mother watched as her two sons, 8 and 10, each laid a single rose at the memorial. "They must learn something from this," she said. "It's our only hope." A young woman, said to be one of Moro's daughters, left a bouquet of red carnations with a card signed "Anna." It read: "Father, teacher, I thank

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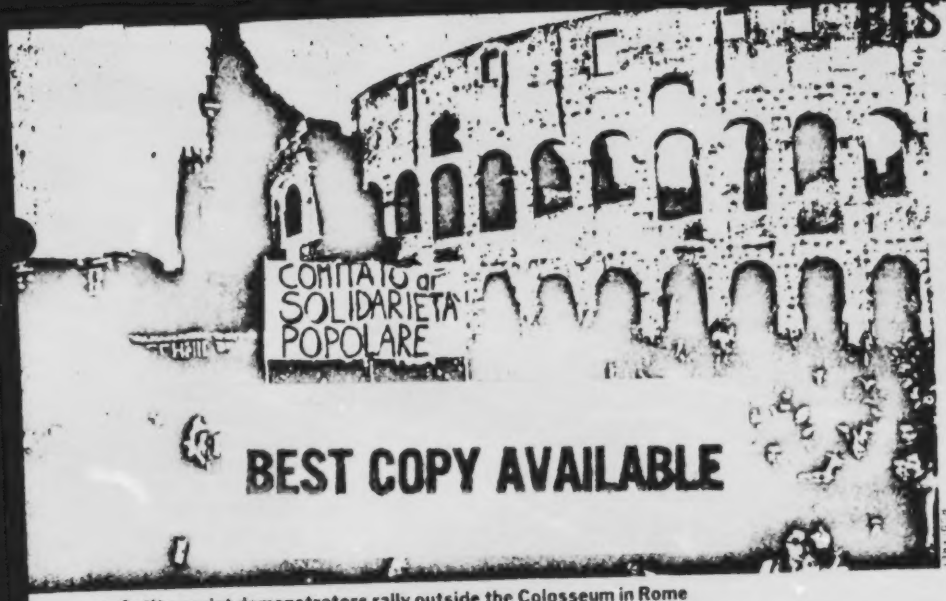

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Antiterrorist demonstrators rally outside the Colosseum in Rome

you for having educated me with your strong mind . . ."

Lanky, stooped and with an incongruous shock of white in his dark hair, Moro was the antithesis of the political emotionalism that had branded the Fascist years. Soft-spoken and self-effacing, he was a protegé of Alcide de Gasperi, Italy's first postwar Premier. In political style, he was a conciliator, dedicated to the art of the possible, with a gift for fashioning ambiguous phrases that could be used to cloak disagreement. One of his most famous was "parallel convergences," which he used to describe the center-left formula for the 1963 D.C.-Socialist coalition—even while laughingly noting that "geometrically this is impossible, but politically it is feasible." After the 1976 election, when the Communist Party vote spurted to 34% of the total—close behind the Christian Democrats' 39% —Moro promoted the gradual process of accommodation between the two. When many members of his own party rebelled against the present governing agreement that formally ushered the Communists into the parliamentary majority for the first time in 31 years, it was Moro who persuaded them to go along.

In the first shock of emotion after Moro's death, former Italian President Giuseppe Saragat lamented that "alongside the body of Moro lies the body of the first Italian republic." That judgment was excessive, but it reflected a common fear that in the wake of the Moro tragedy, Italy might be in for a bout of vengeful political overreaction, skirmishing between the far right and the fringe left, or vigilante justice. "We will all pay for this act, the high and the low," said Pietro Campagna, a Rome accountant.

Already under fire for failing to stop the *brigatisti*, Interior Minister Cossiga resigned the day after Moro's body was found. Many Italian legislators now contend that the need is to implement police reforms rather than draw up new anti-terrorist legislation.

Italy's police have not proved very effective against terrorism, largely because the various police organizations, especially the 68,000-man national public security force and the 99,000-man paramilitary carabinieri, lack coordination. In a country that is still uneasy about anything that smacks of authoritarian rule, that division was deliberate as a presumed guarantee against potential coups. Disclosures in recent years of political plotting in Italy's two secret services led to a fundamental reorganization of the intelligence agencies, which some officials charge has in turn handicapped them in the war against terrorism.

The problem of dealing with the threat posed by the Red Brigades is a difficult one. Even though the *brigatisti*'s war against Italian society goes back more than a decade, little is known about the young, shadowy terrorists who operate under the vague revolutionary motto "*Vogliamo tutto e subito* (We want everything and now)." Estimates of their strength range up to 500 hard-core recruits organized into small cells, or "columns."

Funeral procession after private service in town of Torrita Tiberina on way to cemetery

Founder-Renato Curcio, 36, and 150 other *brigatisti* are currently in jail or on trial for numerous crimes —39 murders, 30 kidnapings, ten jail breaks and a variety of subversive activities. But the organization continues to grow, and so does its appetite for mayhem. When Curcio, then a sociology student, formed the group in 1969, its activities were largely limited to rhetoric about the need for "an armed proletariat vanguard" to do battle against "the imperialist state of the multinationals." In the early 1970s, the group moved from vandalism and arson into a new field kidnapings of plant managers and junior executives, who were usually freed after admitting crimes at "people's trials."

In the mid-1970s, the Red Brigades expanded their enemies list to include politicians, judges, policemen, lawyers, professors and journalists as well as businessmen, and added a new crime: murder. The targets in Italy's long tradition of political violence had almost always been the police, soldiers and statesmen. But for the Red Brigades, notes Rome Historian Rosario Romeo, revolutionary action "is essentially class action. They attack businessmen and professional men as representatives of a class rather than as individuals. Their targets are marked because of their social position, not their political beliefs."

The *brigatisti* apparently have some links to terrorist organizations in other countries, such as West Germany's Red Army Faction and various Palestinian groups. There is even some speculation that they have a Czech connection, although the evidence—like the Czech-made pistol used in Moro's killing—remains tenuous at best. But Italian officials are convinced that there is an important difference between the Red Bri-

RESOURCE MATERIALS INCLUDED IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
Parties and Politics. (Published by the New York Times) Culver City, Calif.: Social Studies School Service, (Cost = $20.00).	1
BOOKS:	
Leech, Michael. Italy. Morristown, N.J.: Silver Burdett Company, 1976, (Cost = $5.00).	1
WORKSHEETS AND/OR HANDOUTS:	
Ballot for 1st Election	35
Ballot for 2nd Election	35
Ballot for 3rd Election	35
List of Political Parties	35
Rules for Good Campaigning	6
Activity Set Evaluation	1
OTHER:	
Campaign Ads - Christian Democrats	35
Campaign Ads - Communist Party	35
Campaign Ads - Republican Party	35
Campaign Ads - Socialist Party	35
Campaign Buttons - "Vote for Celestina"	35
Campaign Buttons - "Vote for Luisa"	35
Campaign Buttons - "Vote for Peter"	35
Campaign Buttons - "Vote for Philip"	35
Money for Candidates Use	16 coins
Name Tags for Candidates	6
Name Tags "Hello! My Name Is ..."	35
Newspapers Published in Italy	1
Role Description Cards for Citizens	35
Rules for Giving Pay-offs to Citizens by Candidates	6
Speeches for Candidates	6

For the Teacher As Background Information	No. Per Act. Set
EXCERPTS FROM MAGAZINES:	
"Again The Fear: Moro Killed?" Time. May 15, 1978, pp. 48, 53.	1
"Most Barbarous Assassins." Time. May 22, 1978, pp. 30-32	1
OTHER:	
The National Government of Italy	1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Group Interaction
Electoral Process

II. OBJECTIVES

	Activity Number
1. Knowledge	
Students will know that the decisions a citizen makes when electing officials is an attempt to solve the demands of that society.	1,2,3,5
Students will know that citizens must work together during an election to see that someone responsive to citizens' needs is elected.	2,3
Students will know citizens may participate in the decision-making process of elections by joining a political party, campaigning, and voting.	2,3,4
Students will know that the large number of Italian political parties has influenced their solutions to the present-day problems of maintaining law and order.	1,3,4,5
2. Skills	
Students will acquire needed information through discussion, reading, writing, and simulation techniques.	1,2,3,4,5
Students will think about information on Italian elections using a simulation.	2,3,4
Students will make decision on best Italian candidate to elect through group interaction.	2,3
Students will participate in implementing decision of election by joining an Italian political party and voting at election times.	3,4
3. Valuing	
Students will be able to accept the difficulty in electing a political leader in Italy and compare it to the election of a leader in the U. S.	1,4,5

II. OBJECTIVES (Continued)

	Activity Number
3. Valuing (Continued)	
Students will grow toward recognition and respect for valid authority by seeing the problems in Italian leadership due to the lack of majority support from the citizens of Italy.	5,7
4. Responsible Behavior	
Students will cope with consequences of decision-making by voting in the Italian election.	3
Students will evidence good citizenship in the classroom by participating in the simulation.	1
Students will actively participate in responsible social action when they write to an Italian newspaper expressing their own views on a solution to the problems in Italy.	2

Activity 1

Instructional
Objective: As a result of this lesson, the students will be able to identify the different parts of a political election.

Materials: Filmstrip--Parties and Politics
Book--Italy

Teacher Activities	Student Activities
Teacher says: Students this filmstrip is about the political parties in the U.S. You will see a campaign, political parties, and citizens who are working in political campaigns. It is hoped that you will use this information to help you understand the activity set on electing a national leader for Italy.	Students will watch filmstrip and respond to questions listed in teacher's guide.

Activity 2

Instructional
Objective: As a result of this lesson, the student will be able to differentiate between candidates and vote for one candidate.

Materials: Handouts--Ballots for First Election
List of Political Parties
Other--Name Tags "Hello! My Name Is ...
Role Description Cards for Citizens

Teacher Activities	Student Activities
Present the following situation to students. Say - Italy has many problems today that only its government can solve. Their problems are getting worse now because Italy is having difficulty electing a leader. One reason is that there are too many political parties. Each party has different ways of solving the country's problems; therefore, when the citizens go to vote, they find it very difficult to choose one person to be their national leader.	Students listen to teacher explain the problem of this simulation.
Today, we as a class are going to see what it is like to try to elect a leader for Italy. There will be six candidates who will represent some of the political parties in Italy today. The remainder of us will be Italian citizens.	
Give each citizen a name tag and a matching role description card.	Students are to pin name tags on themselves. They are to begin reading their role description cards silently until you can explain the remainder of the activity.
Teacher will choose six candidates to represent political parties of Italy. See Note To The Teacher on how to choose them.	Six students come to teacher to receive name tags only. They stand in front of class with name tags (which include the names of their political party).

Activity 2 (Continued)

Teacher Activities	Student Activities
Teacher then tells citizens of Italy to introduce themselves to the class by reading their role description card aloud.	Students read their role card aloud.
NOTE: Allow at least 15 min. for this activity.	
Teacher then distributes the handout, "List of Political Parties."	Students are given this list and look at it as this activity continues.
NOTE: The List of Political Parties handout also includes a platform which is a statement of a political party.	Definition of platform may need to be given to students if they need it.
Teacher tells students that candidates will introduce themselves.	Candidates wear name tags and tell their Italian name, Italian party name, and read their party's platform aloud. (They read platforms from the "List of Political Parties")
NOTE: Tell candidates to read names and only their party's platforms.	
Teacher says: Citizens of Italy! You've seen our six candidates and heard their promises. We are now going to try to vote and elect one leader for our country. Look at your role description card. It will tell you to support a particular party. Now look at your list of political parties and find the name of the party that is described on your role card.	Students will listen and use the List of Political Parties name of party, name of candidate and write down this voting information on a ballot.
NOTE: Here is an example teacher can share with class if they seem a little puzzled.	
Say to class: I am a citizen named Juliet. I make blouses in a factory. I enjoy my job, but I haven't had a raise in three years. I would support the Republican party because they want to give factory workers higher wages.	

Activity 2 (Continued)

Teacher Activities	Student Activities
Ask students to vote by secret ballot. They then bring their completed form to you.	Students each get a handout of the ballot and fill it in. The candidates also vote and of course will vote for themselves.
Teacher counts ballots aloud for class to hear results.	Candidates are told to write party name on board and mark the number of votes his party gets as the teacher reads the ballots.
After all votes are counted, teacher will tell class that no one has been elected because no one got a majority of votes.	Students are quiet and watch votes go on the board.
NOTE: A majority means that one candidate or party must get more than half the total number of votes. The simulation is set up this way on purpose.	Students may need an explanation of what a majority means. Students will understand that no one was elected in this first round.
This is the end of Round One.	
Students may either keep role cards or you may take them up now. They should not be lost, so use your judgment.	
Teacher tells class that two political parties got so few votes that they must drop out of race and join one party and support that party. The two parties that get the fewest votes are the Liberal and Monarchist parties.	
Tell the Liberals to join or form a coalition (a temporary union of parties) with the Christian Democrats and the Monarchist to join up with the Communist Party.	Two candidates must know to join two designated political parties.

BALLOT FOR 1ST ELECTION

As a loyal Italian you are being asked to make an important decision. Your political party has given you some help in deciding who to vote for. You are the one who has to mark this ballot and put one candidate in office. Who will best represent your ideas and your party's ideas as President of Italy?

_____
Candidate's Name

_____
Political Party Name

_____
Your Italian Name

_____
Date

PLEASE FOLD AND HAND INTO THE TEACHER.

LIST OF POLITICAL PARTIES

Christian Democrats -

1. support the Catholic Church and the Pope of Rome.
2. give all sports players a yearly bonus of $100.00 because everyone loves to watch Italian sport games.

Communist Party -

1. want to help poor people if they will join the Communist Party.
2. give shipbuilders free engines for their boats.

Socialist Party -

1. want to build better schools by giving them air-conditioning with color T.V. in each classroom.
2. wants strict rules for pollution control.

Republican -

1. help each gondola guide by putting an automatic steering system in each gondola.
2. want to give factory workers higher wages.

Liberal Party -

1. wants to reduce the price of gas so everyone can afford to buy it.
2. would buy bright red mopeds for police.

Monarchist -

1. wants restaurant owners to get free spaghetti noodles to make delicious Italian spaghetti.
2. would give every citizen who wanted to work a job.

Activity 3

Instructional
Objective: As a result of this lesson, the students will be able to compare candidates qualifications and will vote for their chcice.

Materials: Handouts--Ballots for 2nd Election
Rules of Good Campaigning
Other--Speeches for Candidates
Campaign materials for candidates

Special Directions
to the Teacher:
This is Round Two of the situation. Another vote will take place in this round, but again, no one will be elected because no one will get a majority vote.

Teacher Activities	Student Activities
Teacher has to escalate the problem here by saying: Citizens of Italy! A breakdown in our country will take place unless we elect a leader. Problems have already started in Italy. There is general unrest throughout Italy. There are strikes beginning now. Food is becoming scarce. Gas prices are at $15.00 a gallon. Some people are stealing from store owners because inflation is so high. Bank robberies are occurring everyday now. People need some help from their government and in order for this to stop, we've got to elect a leader so he can restore law, order, and prosperity in Italy.	Students will listen and realize that there is a problem that needs solving.
Teacher says: Before we vote this time, our candidates are going to give you their campaign speech. They are going to try influence you to vote for them. In this election you may vote for anyone you wish. Before the candidates begin talking, I want you to get with other members of your political party. Remember that in the	Teacher may want to give students their ballots back so that the students will know which political party group to go to.

Activity 3 (Continued)

Teacher Activities	Student Activities
first election, if you voted for a Liberal, you now must join the Christian Democrats. If you were a Monarchist in the first election, you must join the Communist Party now. All of the other parties are the same. So go to the political party group that you voted for in the first election.	Students move to correct political party groups to listen to each candidates speech.
Teacher tells candidates to look at their role card speeches, read over them carefully, ask each candidate to read his speech to each political party and use the list of suggestions to try to influence the voters. Give each candidate his campaigning materials. These materials should include: ads, campaign buttons, and list of ways to influence the voters. Remind each candidate to campaign to each group and not to interrupt another candidates speech.	Candidates take role card speeches, list of suggestions, and campaign materials. They read speeches to each group and influence citizens by giving out campaign materials. Candidates circulate among groups and follow earlier directions. Citizens listen and receive campaign materials for purpose of being influenced.
NOTE TO TEACHER: The distance between each group should be as far apart as possible, so that when the candidates circulate to give their speeches the noise level won't be too great.	
When you see that the candidates have spoken to each group and have given out their materials, ask the citizens to return to their seats and the candidates to sit in front of their classroom.	Citizens and candidates return to their regular seats.
Say to students: Citizens we are going to make a second attempt to	

Activity 3 (Continued)

Teacher Activities	Student Activities
elect a national leader for Italy. When you get your ballot, remember you can vote for anyone you wish.	Students get ballots and vote in the second election. Student will make their decision and vote for any candidate.
Teacher counts votes silently. If by mistake anyone is elected by majority vote, please "fix" the numbers so that no one wins a majority. Announce "fixed" results to class (sorry) and tell them that again a leader was not elected because no candidate won a majority. This is the end of Round 2.	Students hear results and realize again that no leader was elected

BALLOT FOR 2ND ELECTION

As a loyal Italian you are being asked to vote again for a national leader. You have heard the campaign speeches. You are the one who has to mark this ballot and put a candidate in office. You may vote for anyone you wish.

_____
Candidate's Name

_____
Political Party Name

_____
Your Italian Name

_____
Date

PLEASE FOLD AND HAND INTO THE TEACHER.

RULES OF GOOD CAMPAIGNING

As an Italian candidate who really wants to be leader, you should meet each citizen and do the following:

1. Shake hands with each citizen.
2. Smile at everyone.
3. Give each citizen a campaign ad.
4. Give each citizen a campaign button.
5. Give your speech to each group of students--act like you mean it.
6. Try to relax, have fun, and enjoy yourself.

Activity 4

Instructional
Objective: As a result of this lesson, the student will be aware that pay-offs can change the outcome of an election. They will vote again in an attempt to elect a national leader.

Materials: Handouts--Ballots for 3rd Election
Rules for Giving Pay-offs To Citizens By Candidates
Other--Name Tags for Candidates
Money for Candidate's Use

Special Directions
to the Teacher:
Teacher will escalate the crisis. Candidates will be allowed to give payoffs. A third election will then be held. It is possible to either have a winner or again it may be that no one candidate receives a majority.

Teacher Activities	Student Activities
Teacher says: Italy is falling apart. Almost everyone is rioting or striking or very angry. Inflation is now up 25 percent, gas prices are $30.00 a gallon and rising. Banks are quickly giving out of money. This country is facing a disaster unless we try to vote one more time to elect a leader.	Students listen and understand that a third vote is necessary.
Call the candidates to the front of room, ask them to sit down. (Everyone should be wearing a name tag). Tell citizens that candidates are desperate for their vote so pay-offs or giving away money will be happening in this third attempt to get elected.	Candidates move to front of room. Citizens learn that pay-offs are necessary in this election.
Candidates are given money and rules of ways that money should be given to citizens.	Citizens get into two groups for the purpose of receiving pay-offs from candidates.
Divide the class into two groups. Let people on one side of room move to far corner. Let people on other side of room move to another far corner.	

Activity 4 (Continued)

Teacher Activities	Student Activities
At this time, candidates can give money out starting with any group they wish.	Candidates will give out the pay-offs to the citizens of their choice.
Teacher now sends all students back to their seats. Teacher will now give ballots out for voting.	Some students will not get pay-offs. They will realize how unfair this is. Students will now vote for the candidate of their choice.
Teacher will now tally the votes as they come in. (Students could tally votes in this round if you want them to.)	
The count could turn out with or without a winner, depending on the students reaction to the students.	Students hear the results of the election.
This is the end of Round 3.	

BALLOT FOR 3RD ELECTION

Your country really needs a national leader. As a loyal Italian you are again being asked to vote on one candidate. Choose the candidate that you think should be this leader.

_____
Candidate's Name

_____
Political Party Name

_____
Your Italian Name

_____
Date

PLEASE FOLD AND HAND INTO THE TEACHER.

RULES FOR GIVING PAY-OFFS TO CITIZENS
BY CANDIDATES

This is fake money that you will use to influence the voter.

1. Each of you will get four pieces of money.

2. You may give this money to anyone of your choice.

3. Tell the citizens that this money can be used to make them richer.

4. Give this money only to those citizens who you feel really want to vote for you.

5. Give all the money out that you have.

6. Try to be as polite as possible so that you don't hurt someone's feelings.

Activity 5

Instructional
Objective: As a result of this lesson, students will be able to discuss their feelings about the results of the election.

Special Directions
to the Teacher:

This activity is called the debriefing section of the simulation. The teacher asks the students open-ended questions in which there is no right or wrong answer. The teacher's role is to discuss all aspects of the simulation and to help the students understand the problem in Italy today. Teacher asks questions to see what they have learned about Italian elections.

Teacher Activities	Student Activities
Teacher will ask these questions:	
We say that no one was elected in Rounds 1 and 2. What caused this problem?	1. Too many parties to start with. 2. No party had enough similarities to any other party. They all had different programs for helping people.
NOTE: If there was no winner after Round 3, ask this question: How could this election be won?	1. Decrease the number of parties. 2. Several parties could join together and become one group. 3. If there are only two parties, the chance of a majority is certain. 4. Certain parties give pay-offs.
NOTE: If there was a winner in Round 3, ask this question instead of the previous question: Why do you think there was a winner in Round 3?	1. Pay-offs were given. 2. Citizens realized that they had to elect someone. 3. The candidate's programs would help more people than any of the other platforms.

Activity 5 (Continued)

Teacher Activities	Student Activities
What should Italy do before the next election? List all answers on the board as they give them to you.	1. Decrease the number of parties to two. 2. Party platforms could serve the needs of the people better. 3. Campaigning could be improved.
How did you decide who to vote for in the first and second rounds?	1. The candidate I voted for would help improve my lifestyle. 2. I liked the looks of my candidate and what he said sounded convincing.
Why did we have to vote three times?	1. No candidate could ever get a majority. 2. As citizens, we realized the need for electing a leader, so we kept trying.
How did you feel as a citizen of Italy when the candidates tried to influence you?	1. I was upset because I didn't get a pay-off. 2. No one could influence me, because I already had my mind made up. 3. I didn't like for the candidates to pressure me into voting for them.
What did you like or dislike about being a candidate in this election?	1. I enjoyed trying to influence the voters. 2. I liked giving money. 3. I didn't think giving money was fair. 4. I didn't like having to join another party to support someone else.
What happened in the country while electing national leaders?	1. Gas prices increased. 2. Many workers went on strike because of low wages. 3. Bank robberies. 4. Shoplifting was increasing. 5. Any other responses would be acceptable.
Ask students to write a letter to the editor of an Italian newspaper explaining what Italy should do to elect national leaders. (Addresses of Italian newspapers are attached)	1. Students in groups of two, compose letters to the editor. They choose the particular newspaper they will write to.

The International Daily News
Rome, Italy 00187

The Daily American
VIA DUE Machelli 23
Rome, Italy 00187

Activity 6

Instructional
Objective: As a result of this lesson, the student will be able to list examples from the newspaper about the problems of the Italian government.

Materials: Newspapers Published in Italy

Teacher Activities	Student Activities
Ask question to class--Is there anything happening in Italy today that shows that the government is not as effective as it should be because of the problems with Italian elections? Look through some newspapers with a partner and try to find some proof. Have students present their findings orally to class.	Students use newspapers to find examples of political problems in modern Italy. Students should write down all sentences they find. Students read or put in own words the problems of Italy's government.

ACTIVITY SET EVALUATION

Directions: Read the following questions carefully and answer them in complete sentences.

1. Why is a leader needed to run the government?

2. Why do you think a candidate has to campaign in an election?

3. How does a citizen decide which candidate is the best choice?

4. What is a coalition?

5. Why do you think it is necessary for a candidate to win by a plurality of votes?

AFRICAN STEREOTYPES

Grade 7

Penelope Maguire
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A PRODUCT OF:

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NOTE TO THE TEACHER:

This set is designed to be used as an introduction to a unit on Africa.

Part I introduces the ideas involved in stereotyping. It may be edited or eliminated according to the individual teacher's and class's needs. Part II assumes some familiarity with the idea of stereotyping. In addition, Part II attempts to make students aware of their preconceived ideas about Africa and the source of the ideas.

The teacher needs to familiarize himself or herself with common stereotypes, their historic origins, and the degree of accuracy of such stereotypes. Some recommended reading materials for the teacher are included in this activity set.

It is also assumed that the teacher will re-enforce the ideas taught in this set throughout the unit. For example, before looking into geography, you might ask and discuss "What do you expect the land of Africa to be like?" Then, examine the geographical facts and discuss the reasons for a discrepancy between expectations and reality.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Simulations--Rafa' Rafa': A Cross Culture Simulation. (Published by Simile II) Culver City Calif.: Social Studies School Service, (Cost = $15.00).	1
BOOKS:	
Smith, Cary R., and Otero, George G. Teaching About Cultural Awareness. Denver, Colo.: Center for Teaching International Studies, University of Denver, 1977, (Cost = $7.00).	1
WORKSHEETS AND/OR HANDOUTS:	
Activity Set Evaluation	35
Newspaper Worksheet	35
Rafa' Rafa': Alpha Worksheet	20
Rafa' Rafa': Beta Worksheet	20
Scavenger Hunt List	35
Terms You May or May Not Associate With Africa	35
OTHER:	
Newspaper printed in Africa	1

RESOURCE MATERIALS ALSO RECOMMENDED

For the Teacher As Background Information

BOOKS:

Beyer, Barry. Africa South of the Sahara. New York: Thomas Y. Crowell, 1969.

Bohannon, Paul, and Philip, Curtin. Africa and Africans. Garden City, N.Y.: The Natural History Press, 1971.

Murphy, E. Jefferson, and Stein, Harry. Teaching Africa Today. New York: Citation Press, 1973.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Diversity
Perception
Stereotypes

II. OBJECTIVES	Activity Number
1. Knowledge	
Students will understand that Africa is a diverse continent.	4,5,6,7
Students will know that attitudes toward Africa affect how we perceive information about Africa.	4,5
Students will know that the media constitutes our source of information on Africa.	5
Students will know that a stereotype is a mental picture produced over and over which has a partial truth to it, but which distorts reality by generalizing.	1,2,4,5
Students will know that stereotypes encourage us to emphasize ways in which people are different rather than ways in which they are similar.	1,2,4,5
2. Skills	
Students will be able to identify sources of information about Africa.	5
Students will be able to evaluate the accuracy of these sources.	1,2,4,5,6
Students will be able to locate materials about Africa.	5,6
Students will be able to identify stereotypes.	1,2,4,5
3. Valuing	
Students will analyze their values about people who are different from them.	2,6,7

Objectives (Continued)	Activity Number
4. Responsible Behavior	
Students will assume their responsibility to the world community by being accurately informed about another region of the world.	2,6,7
Students will demonstrate that they are good citizens by accepting their responsibility to form personal views based on accurate information.	1,3,4,5,6,7

Activity 1

Instructional
Objective: Having completed the series of exercises, students will be able to give an example of a stereotype.

Materials: Book--Smith and Otero, Teaching About Cultural Awareness.
Chalkboard, overhead, paper, pencils

Special Directions
to the Teacher:

Time elements as well as procedures and suggested questions for discussion are well covered in the yellow section of Teaching About Cultural Awareness.

The above activities are suggested but the number and detail of activities used will depend on how familiar students are with stereotypes. Page numbers below refer to the book, Teaching About Cultural Awareness.

Teacher Activities	Student Activities
Read the introduction of Teaching About Cultural Awareness, p. 11.	
Behind Our Eyes - p. 13-15.	Students hypothesize about why--what we see is not always what is there. (pp. 13-15)
The Woman - p. 16-17.	Students discuss what influences perception. (pp. 16-17)
The Rumor Clinic - p. 18-19.	Students discuss selectivity. (pp. 18-19)
You Kids Are All Alike - p. 20.	Students identify stereotypes. (p. 20)

Activity 2

Instructional Objective: After participation in simulation game Rafa' Rafa", students will be able to identify potentials for stereotyping.

Materials: Simulation--Rafa' Rafa': A Cross Culture Simulation.
Worksheets--Rafa' Rafa': Alpha Worksheet
Rafa' Rafa': Beta Worksheet

Special Directions to the Teacher:

Since this simulation requires training two groups separately, there is a management problem. It would seem easiest to secure the co-operation of another member of the faculty, for example, a teacher with or without a class, a librarian, an aide, or an administrator.

The preparation for the game can be time consuming so you might want to assign the learning of cultural rules for homework. However, the need for secrecy might then be compromised.

Teacher Activities	Student Activities
Read "Teacher Overview and Administrative Details" in Teacher's Guide.	
Follow directions in Guide for presenting cultural rules.	Learn and practice cultural rules.
Direct game.	Play game.
Give out worksheets according to culture and ask students to respond.	Write answers to questions.
Make two columns on board: Alpha and Beta. Ask students for their answers to questions 5 on sheet. List them.	Respond orally.
Have members of each culture explain it.	Respond orally.
Based on above explanations, check off the accurate descriptions in chart.	Respond orally.

Activity 2 (Continued)

Teacher Activities	Student Activities
As a class, ask students to make stereotyped statements about each culture. List them. Ask the students to imagine possible effects of these stereotyped views if Alphas and Betas were neighbors.	Respond orally. e.g. Betas are unfriendly Alphas are crazy. Possible effects: war misunderstanding lack of trade fear

Rafa' Rafa': ALPHA'S WORKSHEET

1. Based on your experience in this game, explain the Beta culture.

2. How did the Beta people appear to you?

3. If you were an observer, how did you feel when you visited the Beta culture?

4. In which culture, Beta or Alpha, would you prefer to live? Why?

5. Look over your answers to the above questions and then complete these statements:

Beta people are _____.

Beta people like _____.

Beta people have _____.

Rafa' Rafa': BETA'S WORKSHEET

1. Based on your experience in this game, explain the Alpha culture.

2. How did the Alpha people appear to you?

3. If you were an observer, how did you feel when you visited the Alpha culture?

4. In which culture, Beta or Alpha, would you prefer to live? Why?

5. Look over your answers to the above questions and then complete these statements:

Alpha people are _____.

Alpha people like _____.

Alpha people have _____.

Activity 3

Instructional
Objective: Given the phrase "To me, Africa is . . . ." students will create a drawing representative of their ideas about Africa.

Materials: Index Cards (5X7), Pencil, Crayons

Special Directions
to the Teacher:

You might want to clarify this assignment by asking students to draw what they think an imaginary movie about Africa would depict or what they think a speaker from Africa would say or do.

The time needed to complete this assignment would vary according to the size and elaborateness of the drawing.

Teacher Activities	Student Activities
Give out index cards. Make crayons available.	
Ask students to draw their response to "To me, Africa is . . . ."	Draw ideas of Africa.
As you collect the cards, ask different students to explain their drawings.	Explain drawings.
Use cards to make bulletin board display for "African Stereotypes" or "To me, Africa is . . . ."	

Activity 4

Instructional Objective: Given a list of terms, students will select those they associate with Africa and will explain how these terms might constitute a stereotype.

Materials: Handout--Terms You May or May Not Associate With Africa
Paper, pencils, chalkboard

Special Directions to the Teacher: Before doing this activity, it might be helpful for the teacher to read Africa and Africans, pp. 3-15. Please note that the terms "no history" or "tigers" do not relate to Africa.

Teacher Activities	Student Activities
Distribute handout, "Terms You May or May Not Associate With Africa." Instruct students to list on their paper, only those words that they associate with Africa. If they do not know the meaning of a word, instruct the student to skip the word.	List words.
Ask one student to call out his/her list, one word at a time. Poll the class on each word. List on the board only those terms that a majority of the students agree upon.	Student calls out words. Class votes.
Ask the class what these words suggest about their ideas about Africa. Compare these ideas with those represented in the drawings.	Oral response.
Tell students that actually only two words or phrases on the list have nothing to do with Africa. Challenge the students to guess which terms these are. Refute each wrong answer by saying "no, there are some _____ in Africa."	Students call out answers and eventually determine that no history and tigers are not relevant to Africa.
Ask students why they think they chose the words they did. "Have you ever been to Africa?" "Where did you get your ideas about Africa?"	Answers will vary. Television, magazines, and other forms of the media.

Terms You May or May Not Associate With Africa

Department Store	Overpopulated	Race Problems	Under-developed
Strange	Trade	Freedom	Temples
Palm trees	Forests	Friend	Villages
Daktari	Deserts	Tribes	Disease
Gold	Hindu	Illiterate	Peace
Enemy	Superstition	Diamonds	Mountains
Snakes	Dictatorship	Poison darts	Pygmies
Brave	Cowardly	Cities	Sculpture
Art	Wild Animals	Oil	Peer
Mineral Wealth	Folk songs	Drums	Grasslands
Houses	Plantations	Moslems	Witch doctors
Mean	Tiger	Weak	Television
Huts	Christian	Railroad	Dance
Automobiles	White	Savages	Malnutrition
Missionaries	Glorious past	Schools	Powerful
Civilized	Spears	Dirty	Religion
Hot	Democracy	Cold	Cannibals
Farms	Beautiful	Backward	Rich
Industry	Black	Well-educated	Primitive
Naked	Lakes	Natives	Cattle
Churches	Capitalism	Elephants	Neutrality
No history	Jungles	Buddhist	Snow

Activity 5

Instructional
Objective: After collecting items or articles associated with Africa, students will be able to identify sources of information and misinformation about Africa.

Materials: Handout--Scavenger Hunt List

Special Directions
to the Teacher:

The Scavenger Hunt has been popular with students. It may present some management problems to the teacher, however. Some suggestions for avoiding inadequate attention to materials would include:

- Make a bulletin board of printed materials.
- Prepare a display of larger objects.
- Schedule presentation of any audio-visual materials.

Teacher Activities	Student Activities
Ask students to recall where they get their ideas about Africa.	Oral response.
Ask how many have ever participated in a scavenger hunt. Ask them to describe what it is.	Oral response.
Tell students they are going on a scavenger hunt about Africa. They will have _____ (3 to 5) days to find things connected with Africa. Hand out "Scavenger Hunt List" and explain each item with suggestions. Tell students they may participate in the assignment either individually or in groups.	
On assigned day, collect, organize and display materials.	Bring materials.
Discuss appropriate items for their accuracy.	Class discussion.

Scavenger Hunt List

Comic books - ex: Tarzan - does not have to be an accurate picture of Africa

Storybooks - from Africa, about Africa or with an African theme

Folk tales - same as above

Fairy tales - set in Africa or with African characters

Coloring books - about Africa or with pictures of Africa or African scenes

Maps of Africa - population, political, geographic, etc.

TV listing - of a show about Africa (or movie)

Movie listing - same as above

Story, article, or example of African arts and crafts - baskets, jewelry, carving

Interview - an African or someone who has been to Africa

Newspaper articles - about Africa or Africans

Magazine articles - about Africa or Africans

Publications printed in Africa - government publications

Travel Brochures for Africa - from travel agencies

Postcards and/or stamps - from Africa

Pictures - of any aspect of African life (food, clothing, home, transportation, land, animals, etc.)

Something made in Africa - must have tag (clothing, jewelry, pottery, baskets, etc.)

Music from Africa - record or tape

Famous Africans - pictures or descriptions

Cartoon - about Africa or with Africa as a theme

Recipe for an African dish

Ad - from magazine for products from Africa or travel in Africa

Free Choice (5) - things not listed but that students find connected with Africa

Activity 6

Instructional
Objective: Given a section of an African newspaper, students will be able to identify similarities and differences between American and African newspapers.

Materials: Other--Newspaper printed in Africa
Worksheet--Newspaper Worksheet

Teacher Activities	Student Activities
Separate the newspaper into sections. Assign students to groups and give each group a section. Allow some time for students to look over their section.	Read newspapers.
Give out worksheet. Tell students to complete their worksheet based on the section they have.	Complete worksheet.
Go over worksheet emphasizing the similarities and differences. List these on board in two columns.	Oral response.

Newspaper Worksheet

Name: _____

1. Name of newspaper: _____

2. Place published: _____

3. Date: _____

4. Things that are the same as things you would see in an American newspaper:

_____

_____

_____

_____

5. Things that you would not see in an American newspaper:

_____

_____

_____

Activity 7

Instructional
Objective: Given the opportunity to interview a person who has lived or traveled in Africa, students will think of questions which would increase their knowledge of African culture.

Materials: Visitor
Chalkboard, Paper and Pencil

Special Directions to the Teacher:
Since students very often become stage-struct when faced with questioning a stranger, you might have them copy all or a selection of the questions the class suggests.

Teacher Activities	Student Activities
Tell the students that there will be a visitor to speak about Africa. Ask them what they would want to know from or about someone who has been to Africa. List questions on board to be used when the speaker arrives.	Students suggest and copy questions.
Remind students to have questions handy.	Get questions out.
Introduce speaker.	Listen.
Monitor question and answer session.	Question.

ACTIVITY SET EVALUATION

Name: _____

1. Give an example of a stereotype.

2. Imagine you are going to visit an African country. Which of the following things would you be likely to see on your visit there? Circle your answers.

Modern airports	supermarkets
small huts	railroads
jungles	buses
colleges	farms
cars	tigers
Christian churches	elephants
a museum of history	schools
black people	white people
naked people	factories
people dressed like Americans	televisions
apartments	modern buildings
department stores	deserts
gold mines	taxis

SOVIET EDUCATION

Grade 6

Teri J. Minnis
Crosby Sixth Grade Center
Wake County Schools
Raleigh, N. C.

A PRODUCT OF:

Project ACE
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Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

In teaching about the Soviet Union, it is often easy to promote "post-Sputnik" era dogma produced by fear that the Russians would overpower the world. During the fifties and early sixties, it was frequently espoused that Soviet education was far superior to the American education system in both method and content. Also, the ideas that the U.S.S.R. totally dictated the lives and emotions of its people and that they willingly accepted this dictatorship were promoted here. However, currently the U.S.A. and U.S.S.R. are involved in a policy of detente, and our students in the sixth grade are not familiar with the meaning of the ideas of "Iron Curtain" and "Cold War." Because of this new policy, we are becoming much more aware of realities in the Soviet Union.

Inside Soviet Schools is a book authored by Susan Jacoby, who spent a lengthy amount of time in the Soviet Union and visited numerous schools. In this book, she portrays the typical school program and future programs in the Soviet Union. Also, Ms. Jacoby attempts to view Soviet education policies without American propagandized vision. Many conceptions of lack of input by Soviet individuals and lack of responsibility for decision and policy making promoted by the "Red Scare" of the last decade are revealed to be in error. This is not to say that Soviet officials and policies are open to criticism, but that appeals for change are voiced (albeit tactfully) and sometimes implemented. This relatively short book is required reading to form a basis for the teaching of this activity set.

The other teacher resource book, The Russians, by Hedrick Smith also is an excellent source of background material. Since the book is indexed, it is easy to find specific references pertaining to the activity set. This book

is enjoyable to read in its entirety, however, selected readings provide needed information. Considering that teacher loads often limit the amount of time available for outside reading, these books, more so than other books on the resource list, will be worth the time spent reading them.

There is another set, "Soviet Youth Organizations," which is of superior quality and which should probably be used before teaching this activity set. "Soviet Youth Organizations" establishes much background needed for the students to realize the type of atmosphere that exists for students in the Soviet Union.

Also included in this activity set is an activity set evaluation instrument. It is to be administered prior to beginning the activity set and then upon completion of the final activity. A comparison of the pre test and post test results should be done by both the teacher and the students to conclude the study and to determine what has been learned.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student	No. Per Act. Set
AUDIO-VISUAL MATERIALS:	
Filmstrip (Sound)	
"Education." The Soviet Union Today, Set II. (Published by Filmstrip House, Inc.) Culver City, Calif: Social Studies School Service, (Cost = $15.00).	1
Slides	
Soviet and American Schools	20
WORKSHEETS AND/OR HANDOUTS	
Activity Set Evaluation	35
Blank Gameboards	35
Game--Getting To The Top in Soviet Education	35
OTHER:	
Die	5
Gameboards on Large Cardboard	5
Play Money (one set)	5
Play Pieces	35
Rural Cards (9 cards per deck)	5
Urban Cards (9 cards per deck)	5
For the Teacher As Background Information	
BOOKS:	
Jacoby, Susan. Inside Soviet Schools. New York: Schocken Books, 1975, (Cost = $3.95).	1
Smith, Hedrick. The Russians. New York: Quadrangle, The New York Times Book Company, 1977, (Cost = $2.50).	1
WORKSHEETS AND/OR HANDOUTS	
Ideas for Revising Rural Cards	1
Ideas for Revising Urban Cards	1

RESOURCE MATERIALS ALSO
RECOMMENDED

For the Teacher As
Background Information

BOOKS:

Bronfenbrenner, Urie. Two Worlds of Childhood: US and USSR. New York: Pocket Books, 1973.

Davies, R.W., ed. The Soviet Union. London: George Allen & Unwin, 1978.

Jacoby, Susan. Inside Soviet Schools. New York: Schocken Books, 1975.

Kassof, Allen. The Soviet Youth Program. Cambridge, Mass.: Harvard University Press, 1965.

McDowell, Bart. Journey Across Russia. Washington, D.C.: National Geographic Society, 1977.

Morton, Henry W. and Tokes, Rudolf L., ed. Soviet Politics and Society in the 1970's. New York: The Free Press, 1974.

Salisbury, Harrison E., ed. The Soviet Union: The Fifty Years. New York: Harcourt, Brace & World, Inc., 1967.

Shulman, Colette, ed. We The Russians. New York: Praeger Publishers, 1971.

Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich. New York: Praeger Publishers, 1963.

Activity 1

Instructional
Objective: Given picutures of Soviet and American children and a sound filmstrip on Soviet Education, the students will be able to list similarities and differences in Soviet and American schools.

Materials: Filmstrip--"Education"
Slides--Soviet and American Schools

Teacher Activities	Student Activities
Show pictures of students in both American and Soviet schools without telling the students they are of students in two different countries. Ask the class what they see in the pictures. Ask if they can tell which picture is from with country. Follow-up by listing the similarites and differences students see in pictures from the two different countries. Tell the children which pictures are from the U.S. and which are from the Soviet Union.	Students should respond that they see children, desks, school setting, etc. Students observe similarities and differences for a board list. Discussion of why things are similar or different.
Continue discussion by asking students to imagine things taught in Soviet schools.	Students should respond with subjects, athletics, perhaps conceptions of communism, etc.
Briefly explain to the students that there is a filmstrip on Soviet school. Show film.	Watch film.
Return to the discussion of similarities and differences between Soviet schools and American schools.	Revise the previous list of similarities and differences if necessary.

Activity 2

Instructional
Objective: After playing the game, "Getting to the Top in Soviet Education," the student will be able to summarize that there are a number of barriers to receiving a higher education and that certain ethnic and religious backgrounds do make life more difficult in the "classless" society of the Soviet Union.

Materials: Handout--Game--Getting to the Top in Soviet Education
Other--Die
Gameboards on Large Cardboard
Play Money
Play Pieces
Rural and Urban Cards

Special Directions
to the Teacher:
Prior to playing the game, a discussion of the American system of choices, scholarships, varieties of schooling (technical schools, private colleges, universities, community colleges, trade schools, etc.) should be completed.

Teacher Activities	Student Activities
Discuss the American system of education (i.e., nursery school, kindergarten, primary, elementary, secondary, technical schools, universities, community colleges, etc.)	List the things the students like about the U.S. system. Chart choices they have in school, such as dress styles, courses, etc. and also those things they have no choice about, such as compulsory school, ages, etc.
Ask the students who determines what will be taught to U.S. schools and how the subjects are chosen.	Example of responses: the Board of Education, Scholastic Achievement Tests, curriculum writers, parents, teachers, the students themselves, etc.
Establish climate for the game by reminding the students that they are to be Soviet children subject to the dictates of the Soviet Ministry of Education. These dictates are also affected by existing prejudices against certain select groups (ethnic, religious, financial, etc.). Play the game, "Getting to the Top in Soviet Education." See the rules on the handout to start the game. Limit playing time to about 15 minutes.	Five groups of five to six students play the game.

Activity 2 (Continued)

Teacher Activities	Student Activities
Share reactions to the game: - Who won ? - How much responsibility did each individual have for successfully reaching "Higher Education?" - How did the cards for the Urban and Rural citizens affect progress?	Discuss how they felt. Write about their feelings when forced to follow the urban/rural route and race barriers.
Return attention to choices and lack of choices involved in Soviet Education and American Education. Ask questions such as:	Answer to questions should include the following points:
- Why is it more difficult to get a higher education in the USSR than in the USA?	- Youth group participation, physical location (urban/rural), religion, cultural background politics.
- What are some reasons making higher education desirable in the Soviet Union and in the United States?	- USSR - more money, mobility - physical and social. - USA - more money, status, attaining goals, self satisfaction.
- How does the Soviet scholar differ from the American in the pursuit of educational interest?	- USSR - apptitude tests indicate areas of proficiency and available training is based on this; physical location makes aspirations more difficult to achieve through lack of facilities. - USA - may elect to be college bound or not, may enter colleges as special students, even if the student does not meet entrance requirements, may go to school, quit, work and return to school at convenience; scholarships, grant-in-aid, etc.

GAME--GETTING TO THE TOP IN SOVIET EDUCATION

Materials: Dice, Urban and Rural cards, play money, playing men, gameboard.

Object: To reach "Higher Education" and receive 100 rubles as a bonus for good work.

Rules:

1. Each player rolls the dice. The player with the highest roll goes first.

2. Each player must land exactly on the decision blocks (the hexagonal figures) or wait until you roll an exact number to get there.

3. The first player to reach the Urban or Rural decision block moves in the path for Urban citizens. Each player afterwards alternates Rural and Urban paths.

4. Once a player has landed on a decision block, an <u>even</u> roll of the dice determines the player will progress toward "Higher Education." An <u>odd</u> roll of the dice determines the player will progress toward "The Farm" or "The Factory."

5. As you land on "U" or "R" instruction blocks, you must follow directions. Place each card at the bottom of the appropriate pile once directions have been followed.

6. If you land directly on "The Farm," you may take another roll. If you roll a 3, you have made it to "The Factory."

7. Play continues until a student has reached "Higher Education" and received his bonus of 100 rubles.

Activity 3

Instructional
Objective: After discussing the game, "Getting to the Top in Soviet Education," the student will be able to cite evidence to support the generalization that more unlimited choices exist in the United States educational system than in the Soviet Union educational system.

Materials: Handouts--Blank gameboards

Teacher Activities	Student Activities
Referring to yesterday's game, ask the following questions:	
- How could we change the gameboard to reflect our system of education?	Students discuss the question posed by the teacher.
- After examining the Rural and Urban cards, how should we change them to reflect controls and choices in our education?	In the U.S. students who have limited financial resources can often attend schools of higher education by winning scholarships, by borrowing money or by opting to attend state supported schools. Generally speaking, opportunities for post-secondary education in rural areas are often confined to technical or trade schools, but opportunities in urban centers are quite extensive and include a variety of universities, colleges and specialty schools.
- What different types of choices did you come up with for changing the board and cards?	Suggested changes - written down.
Complete blank gameboards, compose new rules if required, make new cards and play new games in small groups.	Blank gameboards, rules, and cards.
Attached are some suggestions for cards which may be used by the students. However, these should be used as guidelines to establish the tone of the type of cards to be created by the students.	

Ideas for Revising Rural Cards
(Activity 3)

1. You must help your family to harvest crops in the fall and plant them in the spring. and as a result, you missed so much school that you failed your grades. You lose one turn.

2. Your family is poor, but you have done well in school. You have been named to receive a scholarship in agriculture and will attend a university. Move forward 2 spaces.

3. Your father was injured in a farming accident. You must stay home to help out. You will only be able to attend a local technical school at night. You lose 3 turns.

4. The local community college does not require that you finish high school. You dropped out of school at age 16. Now you are 21 and want to finish school by attending classes at the community college. Go forward 1 space.

5. You are from a wealthy family that lives in the country. You have not done well at the local rural school. You are being sent to a private school for special tutoring. Go forward 3 spaces.

6. Your family members have never finished high school and do not have the money for you to go to college. They really do not understand why you are not satisfied whith what they had. You have received a grant-in-aid scholarship and will be working your way through school. Go forward 3 spaces.

7. You have a natural talent for music. Your family is very poor and there is no place for you to receive special musical training in your area. You lose 2 turns and may get to study music later.

8. All of the young people in your area are moving to town because there is nothing to do in your area. You get a job in town and move also. Move forward 2 spaces.

9. You went to work in a mill three years ago after you finished high school Now you would like a job in management but lack the educational background. You have saved your money and are going to a small college to study business. Go forward 3 spaces.

Ideas for Revising Urban Cards
(Activity 3)

1. You cannot decide whether to join the Scouts, the YMCA, or Little League. Your parents are worried that your school work will suffer if you do too many other activities after school. You lose one turn while you decide what to do.

2. Your parents both teach at the local university. Instead of watching television and going to the movies, you have visits to the local museums, and classical music concerts. Your education is being improved at home. You may go forward 3 spaces.

3. Your father is being sent to Europe for a two week trip to work. Your parents have decided you should go also. You must do special work while you are away to make up for what you miss at school. You get an extra roll of the die.

4. Your cousin who lives in a very small town is excited about the new student teacher from the university in your town. You are tired of having student teachers every year and you lose one turn for not taking advantage of that educational opportunity.

5. The college of your choice is seeking students from your large high school to receive a scholarship. You try very hard during your interview to convince the person that your grades and interest make you the best choice for receiving the scholarship. You lose one turn while they consider candidates.

6. Your family does not have much money. You can walk to the School of Data Processing and still live at home. You can go forward 3 spaces.

7. Your family is tired of city life. They have bought a small farm outside of town. Because the school is so small, you cannot continued with your advanced math because there is not an advanced class at the school. Go back 2 spaces.

8. You do not like your science teacher. Yesterday, you left school and went to McDonald's. Today you were caught. You lose 2 turns.

ACTIVITY SET EVALUATION

The following multiple choice statements relate to the educational systems in the United States and the Soviet Union. Circle your best answer.

1. In this country, the student must pass a competency test in order to continue towards a higher education.

   a. U.S. b. U.S.S.R. c. both d. neither

2. In this country, all students receive their entire education free of charge.

   a. U.S. b. U.S.S.R. c. both d. neither

3. In this country, you must take training in the area for which you show special aptitude.

   a. U.S. b. U.S.S.R. c. both d. neither

4. In this country, you may apply as a special student to gain admission to a college whose entrance grades you did not meet.

   a. U.S. b. U.S.S.R. c. both d. neither

5. In this country, if you are of the Jewish faith, you may be refused an opportunity to continue your education in a field for which you have shown a high aptitude.

   a. U.S. b. U.S.S.R. c. both d. neither

6. In this country, your relatives in a major city are more likely to receive a better education than you because the government provides better teachers, materials and facilities at that location.

   a. U.S. b. U.S.S.R. c. both d. neither

7. In this country, the government determines the number of people that will be trained for specific jobs.

   a. U.S. b. U.S.S.R. c. both d. neither

8. In this country, you are able to receive instruction on subjects of special interest to you just because you desire to learn more about a particular subject.

   a. U.S. b. U.S.S.R. c. both d. neither

9. In this country, if you were disrespectful of some adults, you might be publically criticized and punished by your fellow students and your parents might be treated similiarly.

   a. U.S. b. U.S.S.R. c. both d. neither

10. In this country, you may run for public office or work in a capacity to change the subjects studied in schools.

    a. U.S. b. U.S.S.R. c. both d. neither